NIU VALLEY MIDDLE SCHOOL
SELF-STUDY REPORT

310 Halemaumau Street
Honolulu, HI 96821

Honolulu District

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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Preface

List of abbreviations

Abbreviation	Explanation
ART	Academic Review Team
BQC	Building Quality Curriculum
CAS	Complex Area Superintendent
CIT	Collaborative Inquiry Team
DOE	Department of Education
EL	English Learners
FNV	Friends of Niu Valley
GLOs	General Learner Outcomes
HCPS III	Hawaii Content and Performance Standards III
HSA	Hawaii State Assessment
IB	International Baccalaureate
IB MYP	International Baccalaureate Middle Years Program
IDEA	Individuals with Disabilities Education Act
ILC	Innovation Learning Center
KC	Kaiser Complex
KHS	Kaiser High School
MLE	Middle Level Education
NVMS	Niu Valley Middle School
NGSS	Next Generation Science Standards
PBS	Positive Behavior Support
PD	Professional Development
RTI	Response to Intervention

SBA	Standards Based Assessment
SES	Socioeconomic Status
SCC	School Community Council
SSC	Student Services Coordinator
STEM	Science Technology Engineering Mathematics
STEAM	Science Technology Engineering Arts Mathematics
SY	School Year

Preface

This Self-Study Report focused on school improvement efforts since the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) Three Year Mid-Cycle Progress visit in February 2016. The Leadership team was tasked with the responsibility of overseeing the progress of the school's action plan.

Commencing in the fall of the 2017-2018 SY, the school embarked on the journey of the self-study process. As an International Baccalaureate Middle Years Programme (IB MYP) authorized school, Niu Valley Middle School (NVMS) also conducted the IB MYP Re-authorization Self-Study concurrently with the ACS WASC process.

The 2017-2020 State Strategic Plan and the Superintendent's initiatives and implementation plan were intentionally addressed in the revised school's Three Year Academic Plan for 2017-2020. The design of NVMS being an IB Middle School formed the reasoning and rationale for the school's Academic Plan that focuses on Student Success, Teacher Success, and Successful Systems of Support. The school's Leadership team, consisting of administrators, department chairs, and school support personnel, worked collaboratively to construct, to revise, and to review the school's Academic Plan in accordance with the school's learning principles, school vision, while keeping focused as an IB Middle School. Additionally each department monitors progress and provides input to the Academic plan prior to the final revision for each of the three years.

Chapter I: Progress Report

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

There were several significant changes at the school since the last full self-study visit. During the first quarter of the 2013-2014 SY, Principal Mr. Justin Mew was reassigned to Henry J. Kaiser High School (KHS), and Principal Mr. Brendan Burns from Aina Haina Elementary served as interim NVMS principal for the remainder of the school year. Principal Mew was initially placed at KHS as the principal at the time was placed on administrative leave. Subsequently, Mr. Mew became the permanent principal at Kaiser High School. Mr. Burns was then assigned as interim principal as the process and protocol for advertising the NVMS principal position took place. There were three postings of the position of which the first two resulted in a non-select. After the extensive selection process, Mr. Sean Tajima became the permanent principal at the beginning of the 2014-2015 SY through the 2017-2018 SY. During his time at NVMS, Principal Tajima prompted all teachers to define their passion which would fuel their purpose and focus as educators. This led to the revisit and revision of the school's vision and mission. During the summer of 2018, Mr. Tajima was appointed as the interim Complex Area Superintendent for the Campbell-Kapolei Complex, thus temporarily vacating the NVMS principal position. As the appointment was finalized in July 2018, concurrently a newly appointed Honolulu District Complex Superintendent, Dr. Rochelle Mahoe, became the Farrington-Kaiser-Kalani Complex Area Superintendent (CAS). CAS Mahoe made the decision to assign NVMS Vice Principal Derrick Tsuruda as interim Principal to ensure a smoother transition to open up the 2018-2019 school year. Thus the process to select a principal commenced and required two postings before a selection was made. Interim Principal Tsuruda remained in the position while attending to both his duties as principal and grade level vice-principal. In October 2018, NVMS welcomed interim Principal Laura Ahn. Principal Ahn is currently NVMS's interim principal and has a wealth of experiences and knowledge to lead the school, firmly believes and supports the IB MYP, and has the attitude and disposition as a supportive leader. Changes in leadership and leadership styles, along with the degree of the new principals' understandings of the IB programme, required time for all staff to adjust while continuing to provide the best for students.

Since the mid-cycle visit, NVMS has had a turnover in staff for three consecutive years fluctuating between 25% to nearly 30%. Change in leadership and leadership style, career commitment, personal needs, transfer to another school, and challenges to hire highly qualified personnel were factors contributing to the instability of faculty. Administration faced challenges in hiring qualified and certificated personnel, especially for hard to fill positions such as Special Education, math and science. During the 2015-2017 years, several substitute teachers were hired to fill positions that were vacated prior to or during the school year. This instability contributed

to the challenges of training new teachers to be successful in an IB middle school while addressing the IB MYP, the DOE's content standards, and standards-based assessment and grading.

Reason for vacated position	2015-2016	2016-2017	2017-2018
Retirement	1	1	3
Separation from the DOE	2	3	3
Transfer to another public school	7	3	4
Transfer to private school	2	3	1
On leave (year)	1	3	1
Change of position within the school		2	
Non-highly qualified		1	1
Total	13	16	13

The school continued to keep students and academic success at the forefront. Current administrator, Principal Ahn, continues to support the staff to ensure stability. Opportunities for IB MYP training and professional development workshops are encouraged and funded.

Despite having over 25% changeover in instructional staff members during each of the past three years, the school maintained a collaborative effort to involve all in the self study processes. New hires unfamiliar with the school, the IB MYP programme, as well as both of the self-study processes, were challenges throughout the past year. Focus group leads were instrumental in facilitating the self study process in each group. Since the faculty was given a choice of focus group, teachers took ownership of their work and drafted their section. Focus group leads also contributed to the revision process of the self study report. The school maintained efforts to involve the school/community stakeholders to support students' learning and achievement. Involving parents and community were limited in the self study process. This is an area that NVMS continues to work on.

The school prepared for an IB re-authorization visit in December 2013 which is similar to a WASC mid-term visitation. The IB visiting team noted seven areas of concern deemed Matters to be Addressed. The school submitted a response to these concerns by December 1, 2014 and was notified in February 2015, that the school satisfied four of the matters to be addressed and should continue working on three remaining matters.

At the beginning of the 2014-2015 SY, the IB programme underwent a major revision and shift into the Next Chapter which entailed new criteria and benchmarks for all eight subject areas, new

scoring scales, and the modification of the units which forms the basic instructional blocks for each subject area. Teachers revised their curriculum to align to the changes of Next Chapter while concurrently teaching.The process for full implementation of the Next Chapter took over a year for all subject groups to gain understanding, and to revise units and assessments in accordance.

Since the last full self-study, the school implemented the state's new initiatives. These initiatives include Educator Effectiveness System (EES), new state testing system (Bridge and SBA), full Common Core standards implementation, and new school rating system (STRIVE HI).

Due to Act 167, the school implemented a new bell schedule for the 2014-2015 SY. This schedule increased student instructional time with longer periods and an embedded study hall. The downside of the new schedule was a limited time for teacher meetings and less student advisory time. The lack of student advisory time impacted how the school implemented the middle level education philosophy; the lack of teacher meeting time impacted cohesion of the school programs as well as impacting support and empowerment of teachers.. In April 2015, there was a revision to Act 167. Due to the lateness of the decision, the current bell schedule at that time was kept for the 2015-2016 SY; and during the following year, a revised bell schedule that included meeting time was approved.
The DOE State Strategic Plan was implemented in 2017. NVMS embraced and had the foresight to align the school's Academic Plan to the three goals of the State's Implementation Plan.

A team from the IB Organization conducted a reauthorization visit in December 2013.The school prepared a report responding to the "Matters to be Addressed" as identified by the visiting committee in December 2014. In February 2015, IB deemed the school's responses adequate and no other documentation was needed until the next re-authorization visit in 2018. The school has since revised its 2015 vision and mission to incorporate the IB philosophy and the middle level education philosophy.

The Accrediting Commission for Schools, Western Association of Schools and Colleges, (ACS WASC) has accredited NVMS until June 30, 2019. The last full-term self-study was in 2013 and the ACS WASC visiting committee recommended a six year term with a one day mid-term visit. Thus on February 24, 2016, the visiting team visited and recommended another three year term in order for the school to return to its six year cycle.

An IB MYP Re-authorization visit was scheduled for fall of 2018 and an ACS WASC Accreditation visit was scheduled for spring 2019. NVMS was tasked to conduct two self-studies concurrently in the 2017-2018 SY and schedule two visits--IB in December 2018 and ACS WASC in Spring 2019. Subsequently, arrangements were made for a joint IB MYP and ACS WASC visit in the spring of 2019.

NVMS has addressed the four critical areas determined by the WASC team. First, the Academic Plan has been revised to better reflect critical areas recommended by the team. The three year

Academic Plan is aligned to the DOE State Strategic Plan and focuses on key areas addressing both the IB MYP and Middle Level Education. The school uses the academic plan template provided by the CAS which addressed the need for a schoolwide action plan as identified as a critical area. A system to review and assess the progress of the three-year plan has been put in place with refinement each year. The school's Academic Review Team (ART) monitors the achievement progress of the academic plan.

The Data team process was another critical area and had been revised to a Collaborative Inquiry Team (CIT) process based on a model shared by consultant Dr. Connie Kamm. Teachers have taken ownership of the CIT in determining a focus area based on the needs of students. A CIT mid-year assessment was given to CIT leads to provide feedback so that revisions could be made. The CIT process has gone through further refinement in Year 2 (2018-2019) with a school-wide focus on critical thinking that is aligned to the IB Approaches to Learning skills of critical thinking. There are currently eleven CITs and all teams have identified a critical thinking goal with each teacher determining a content specific learning goal. Additionally a Collaborative Assessment Conference protocol was established to ensure active participation and equity of voice for all participants. Student work and a CIT document are shared at the CIT sessions. All CIT groups share insights, an effective strategy and/or areas of concerns, and actions to be implemented at the conclusion of each CIT session. Collegial support and individual teacher reflection help to determine next steps for further instructional support.

An area that continues to be a challenge is the involvement of all stakeholders in the self-study process. Administrators, classroom teachers, and non classroom teachers all participated in Focus on Learning (FOL) groups. All teachers indicated FOL preferences and were assigned accordingly. Each FOL group were led by teacher leaders who attended FOL training provided by the State. Teacher groups were responsible for examining, collecting evidence and crafting their area of study. There are plans for the FOL groups to engage in peer review of each section before finalizing the report. Students, classified staff, parents, and community members have had a more limited role. Relevant portions of the self study were shared with these groups and along with opportunities to provide input and feedback. The school's student leadership group of student leaders and representatives from all classrooms were informed of the self-study report. Throughout the year, students are able to voice concerns and to make recommendations.

Weekly meetings are held for classified staff representatives and teacher representatives at which portions of the academic plan and self study are shared. Quarterly parent coffee hours, Friends of Niu Valley (FNV) parent support group, and the school's School Community Council (SCC) provided venues to share parts of the school's academic plan and the self-study report. The active involvement of all role groups, with attention to non school personnel, continues to be an area of growth that the school needs to address.

The school is preparing for a joint ACS WASC Focus on Learning Self Study visit and an IB MYP re-authorization visit in spring of 2019.

Chapter II: Student/Community Profile and Supporting Data and Findings

Niu Valley Middle School (NVMS) was founded in 1955 and is located in East Honolulu.We are proudly the Home of the Lancers whose colors of pride are red and gold. NVMS serves the communities of Hawaii Kai, Kuliouou, Hawaii Loa Ridge, Wailupe Valley, Aina Haina, and Waialae-Iki Ridge. The school community is largely middle and upper–middle income level with nearly half the adult population being college graduates. Educating grades 6 through 8, NVMS has adopted the middle level education philosophy and organization. In 2010, the school became an authorized World School offering the International Baccalaureate (IB) Middle Years Programme (IB MYP). As an IB World School, NVMS embraced its mission statement, its learner profile, and its philosophy. The school revised its vision and mission to incorporate both the IB philosophy and the middle level education philosophy.

The academic program is rigorous and challenges all students to meet or exceed the State Promotion Requirements. Students enroll in Language and Literature/English Language Arts, Language Acquisition/Japanese or Mandarin language, Science, Individuals and Societies/Social Studies, Mathematics, Arts/Performance and Visual, and Physical Education. The curriculum incorporates grade-level interdisciplinary teams and an advisory program to support Middle Level Education. Students are supported through the Comprehensive Student Support System (CSSS). STEM (Science Technology Engineering Math) programs include the Science & Engineering Fair, MathCounts, Junior Pythagoras Night, Young Einstein Night, Science Olympiad, First Lego Robotics, VEX Robotics, Solar Sprint, Jr. Engineering Expo, and newly formed Coding club and STEM club. The Arts Performing programs include music performances at Carnegie Hall in 2017, and annual participation in the Parade of Bands & Orchestras, Solo & Ensemble Festival, Select Band & Orchestra Programs. The Arts Visual programs include drawing, painting, ceramics, sculpture, photography, and media.

Extra-curricular Athletics include Cross Country, Volleyball, Basketball, Soccer, Futsal, and a new Wrestling program. Facilities support learning in a technologically advanced environment. All classrooms are equipped with a laptop cart and a flat screen monitor. A new 4- classroom World Language building was approved by the State with the projected start date in 2019. The renovation of the library to an Innovation Learning Center was completed in 2018 with the addition of two 3D printers, movable tables, and chairs allowing flexible grouping, and the installation of two additional monitors for teacher and student collaboration.

Parent and Community involvement is evident with the continual support of the Friends of Niu Valley and the Parent-Community Networking Coordinator. Quarterly Principal Coffee Hours and year round informational events such as Consider Niu Valley Night and Transition to Middle School, maintaining communication and involvement with the school community.

Student Co-Curricular Activities

Supporting the classroom, there are a variety of co-curricular activities in which students participate. The co-curricular program supports the school's strong curricular program. The music program (band, orchestra, and Polynesian music) ensembles performed alongside the

Royal Hawaiian Band and at local care homes, elementary schools, shopping centers, and school and community events. The band traveled to Iowa to perform at the American School Band Directors National Conference in Summer 2014; and they were recognized by the Hawaii State Governor and Legislature. The band was one of two middle schools selected statewide from a national pool to participate in Project ASPIRE Composition Project and the band was invited to perform with the University of Hawaii Wind ensemble in Fall 2015. Students in the media classes create public service announcements. Students' art works were submitted for competitions such as Scholastic Art Exhibition and for art exhibits around town such as Bark Avenue at the Hawaii Humane Society and Pandamonium at the Honolulu Museum of Arts. These examples are some of the activities performed by students as part of the school's curriculum.

Co-curricular activities support the school's curriculum fall into three general categories: sports, academics, and social/service. Throughout the school year, students participate in various competitive sports where NVMS teams challenge other middle schools. There are practices after school followed by games or competitions held on weekends. The sports include cross country, soccer, basketball, volleyball, and pep squad. These extramural sports are open to all students who maintain a GPA of 2.0 and above. Wishing not to cut interested students, many coaches eliminate tryouts. Most sports have different "levels" (i.e. Gold, Silver, and Bronze) which allows all students to participate with those of similar skill levels and to develop proficiency. The number of students participating in sports is increasing with several students participating in more than one sport. The school also fields a bowling team for the Special Olympics.

Table 10: Sports Participation

	2014-2015	2015-2016	2016-2017	2017-2018
Cross country	35	27	38	64
Volleyball	40	35	38	81
Pep squad	11	0	0	0
Basketball	42	32	37	41
Soccer/Futsal	50	35	42	36
Wrestling	---	---	---	18
Track	---	---	---	21
# of student participants	167			261
# of student population	843			
% of student athletes	19.8%			

[Source: SAC records]

The second component is the academic co-curricular activities that require students to attend practice and competitions outside of the school day. To demonstrate the school's embrace of the complex initiative of Science, Technology, Engineering, Mathematics, and the Arts (STEM-A), the school encourages students to participate in the following activities. These activities include Math Counts, Honolulu, district, and state science fairs, Oahu Junior Solar Sprint, UH College of Engineering Jr. Expo, IFA HI STAR, Young Einstein Night, FIRST Lego League robotics, and VEX Robotics. Other academic co-curricular activities include the Niu News Broadcasting Team producing daily live news broadcasts.

A third component of co-curricular activities is social/service. The school's service organization called Lancer Aloha held multiple fundraisers each year to raise funds for identified charities. In the past, they collected socks and raised funds to purchase socks for troops serving in Afghanistan, raised funds to purchase pet toys and supplies for a local shelter, and raised funds and collected Christmas gifts and other necessities for families at the Loliana Family Shelter. Starting with the 2014-2015 SY, Lancer Aloha was suspended, and since then, student leadership took over the responsibility to organize service projects. Currently they are investigating various service organizations. Additional activities include penny drive to support Diabetes, Hoop for Heart for American Heart Association, canned food drive for Food Bank of Hawaii, and Preschool Play Day.

An important component of the IB MYP is service to the community. Through the Earth Science course, all 8th grade students are required to perform a minimum of 10 hours of community service with an emphasis on the environment. Through the Niu Valley Environmental Service Team (NVEST) Project, students are given the option to either join other environmental groups (Sierra Club, Malama Maunalua, Ka Papa Loʻi, O Kanewai, City and County of Honolulu) or develop their own personal environmental community service project (one example is a community-wide recycling program). Teachers also organize opportunities for students to preserve the environment (campus beautification, Kapiolani Garden planting, International Coastal Cleanup, debris removal from ditch behind school). Students are required to collect data regarding their specific project. Since this project began, students have contributed over a thousand hours in service to the environment.

Student Recognition

Many students receive recognition through their co-curricular pursuits. Refer to the list of honors below.

Visual Arts	2015, Art featured in Legacy of Life – Creative Challenge Art calendar
	December 2014, Art work featured in <u>School ARTS Magazine</u>
	2013, Artwork featured in <u>IB Catalog: IB Core Relationships Studies</u>
	2014-2018, MOA Art Exhibition
	2014-2018, Scholastic Regional Art Awards
	2017, Art submission representing Hawaii for the Easter Egg Roll at the White House
Media	2015, Three students were finalists for 2015 Olelo Youth XChange competition
	2018, Olelo student recognition
	2015, Ocean Sciences Education Excellence (COSEE) Waimea Ocean Film Festival, runner up and honorable mention
LEGO Robotics	2014 Hawaii District Champions
	2018 Honolulu District Champion
Band	2014-2018, Hawaii Band & Orchestra Festival, Orchestras and Bands received Superior ratings
	2014- 2018 student participation in Solo and Ensemble Festival
State Science Fair	2013-2014, fourteen students qualified for State Science Fair
	2014-2015, thirteen students qualified for State Science Fair
	2015- 2016, twelve students qualified for State Science Fair

2016-2017, nine students qualified for State Science Fair
2017-2018, six students qualified for State Science Fair
Science Olympiad 2014-2015, participated in Windward Regional Science Olympiad
Japanese   2015, eight students placed in State Nengajoo (New Year's card) Contest

The school also recognizes students. There is an Awards Night held at the end of the school year. Departments and teams present awards to students. The school presents perfect attendance awards; the principal presents the Principal award. Besides the awards at the end of the year, there are quarterly rewards for honor roll, students who earned a 3.5+ GPA for the quarter, and Positive Behavior Support (PBS) awards, students selected by their advisory teacher/team for exemplifying attributes of the IB Learner Profile.

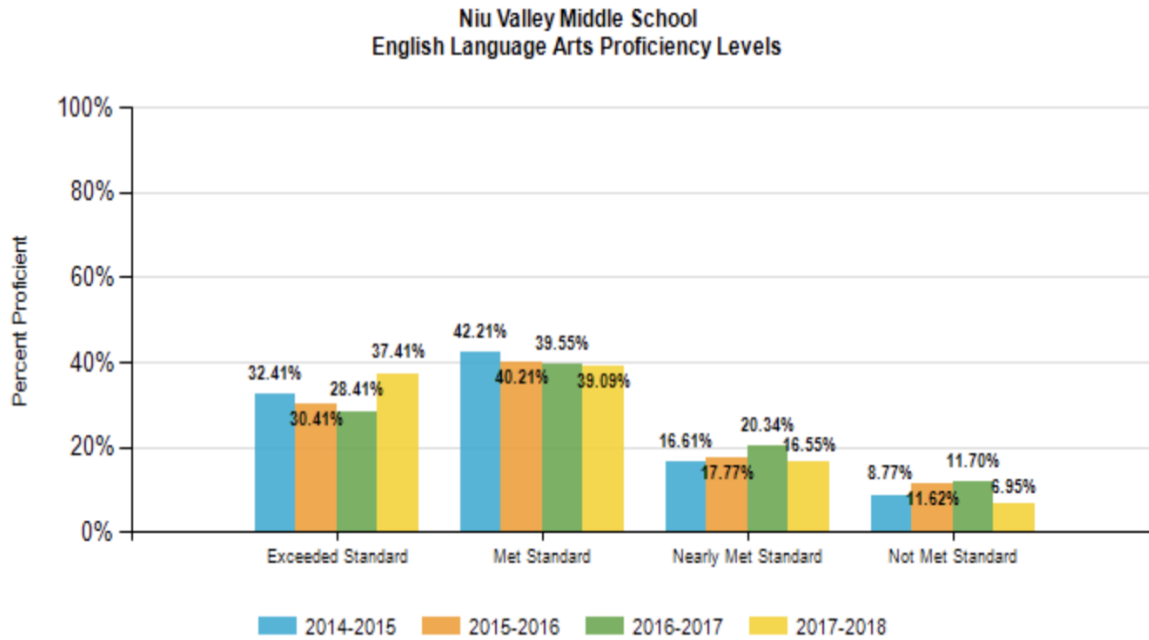**Smarter Balanced Assessment (SBA) ELA , Math, HSA Science**

Table 1: Strive HI Results for each category

		2014-2015	2015-2016	2016-2017	2017-2018
Achievement	Math	69%	70%	62%	62%
	Language Arts	75%	72%	68%	77%
	Science	67%	63%	66%	65%
Growth	Math SGP	69	64	50	49
	Reading SGP	63	50	48	59
Readiness	Chronic Absenteeism	n/a	8%	8%	8%
Achievement Gap	Math Gap Rate	41%	48%	27 points	29 points
	ELA/Literacy Gap Rate	37%	44%	29 points	34 points
Other	Algebra I Credit	n/a	43%	100% (123)	100% (118)
	Geometry Credit	n/a	n/a	n/a	100% (20)
	Chinese I Credit	n/a	n/a	n/a	100% (20)
	Japanese I Credit	n/a	n/a	n/a	100%(5)

[Source: Strive HI 2015, 2016, 2017, 2018]

Smarter Balanced Assessment (SBA) ELA

Table 2: Strive HI Results for ELA Proficiency Levels

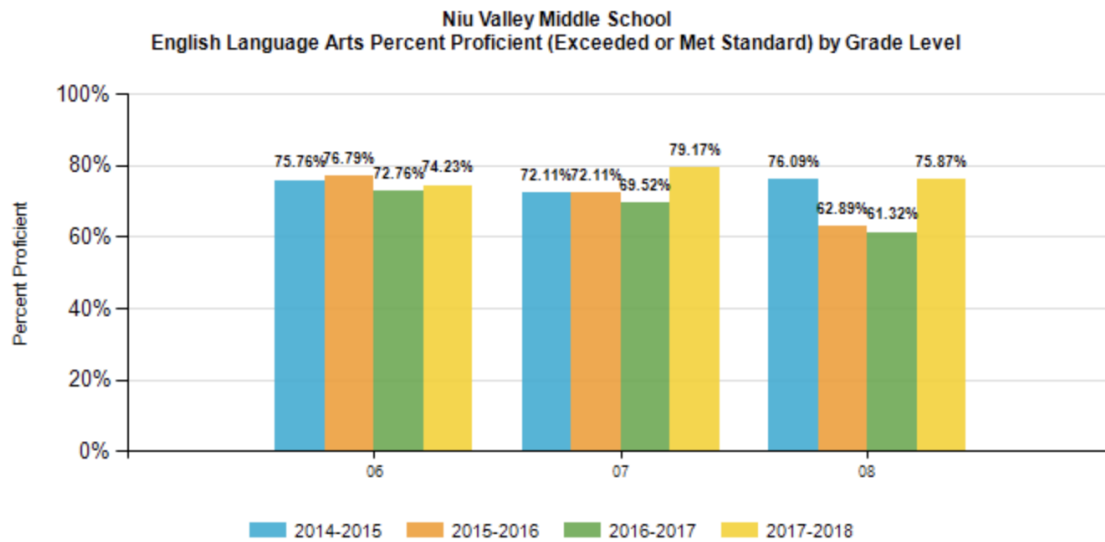|	Year	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	647	74.63%	281	32.41%	366	42.21%	144	16.61%	76	8.77%
	2015-2016	620	70.62%	267	30.41%	353	40.21%	156	17.77%	102	11.62%
	2016-2017	598	67.95%	250	28.41%	348	39.55%	179	20.34%	103	11.70%
	2017-2018	638	76.50%	312	37.41%	326	39.09%	138	16.55%	58	6.95%

Smarter Balanced Assessment (SBA) ELA

Niu Valley Middle School English Language Arts Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs

Table 3: Strive HI Results for Disaggregated data for ELA Proficiency Levels

	Year	High Needs Indicator	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	All Students	647	74.63%	281	32.41%	366	42.21%	144	16.61%	76	8.77%
		Non-High Needs	553	82.78%	262	39.22%	291	43.56%	89	13.32%	26	3.89%
		High Needs	94	47.24%	19	9.55%	75	37.69%	55	27.64%	50	25.13%
		Low SES	90	60.81%	19	12.84%	71	47.97%	34	22.97%	24	16.22%
		IDEA	5	8.62%	0	0.00%	5	8.62%	22	37.93%	31	53.45%
		ELL	1	10.00%	0	0.00%	1	10.00%	3	30.00%	6	60.00%
	2015-2016	All Students	620	70.62%	267	30.41%	353	40.21%	156	17.77%	102	11.62%
		Non-High Needs	544	78.39%	251	36.17%	293	42.22%	107	15.42%	43	6.20%
		High Needs	76	41.30%	16	8.70%	60	32.61%	49	26.63%	59	32.07%
		Low SES	69	51.49%	16	11.94%	53	39.55%	29	21.64%	36	26.87%
		IDEA	8	13.79%	0	0.00%	8	13.79%	23	39.66%	27	46.55%
		ELL	1	8.33%	0	0.00%	1	8.33%	3	25.00%	8	66.67%
	2016-2017	All Students	598	67.95%	250	28.41%	348	39.55%	179	20.34%	103	11.70%
		Non-High Needs	530	74.54%	234	32.91%	296	41.63%	129	18.14%	52	7.31%
		High Needs	68	40.24%	16	9.47%	52	30.77%	50	29.59%	51	30.18%
		Low SES	62	52.10%	15	12.61%	47	39.50%	28	23.53%	29	24.37%
		IDEA	5	8.33%	0	0.00%	5	8.33%	26	43.33%	29	48.33%
		ELL	3	37.50%	1	12.50%	2	25.00%	1	12.50%	4	50.00%
	2017-2018	All Students	638	76.50%	312	37.41%	326	39.09%	138	16.55%	58	6.95%
		Non-High Needs	561	84.11%	284	42.58%	277	41.53%	88	13.19%	18	2.70%
		High Needs	77	46.11%	28	16.77%	49	29.34%	50	29.94%	40	23.95%
		Low SES	67	56.30%	27	22.69%	40	33.61%	28	23.53%	24	20.17%
		IDEA	9	14.29%	1	1.59%	8	12.70%	22	34.92%	32	50.79%
		ELL	1	11.11%	0	0.00%	1	11.11%	5	55.56%	3	33.33%

Smarter Balanced Assessment (SBA) ELA

Table 4: Strive HI Results for Disaggregated data by Grade Level for ELA Proficiency Levels

Niu Valley Middle School
English Language Arts Percent Proficient (Exceeded or Met Standard) by Grade Level

	Year	Grade	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	06	225	75.76%	100	33.67%	125	42.09%	46	15.49%	26	8.75%
		07	212	72.11%	85	28.91%	127	43.20%	55	18.71%	27	9.18%
		08	210	76.09%	96	34.78%	114	41.30%	43	15.58%	23	8.33%
	2015-2016	06	225	76.79%	116	39.59%	109	37.20%	49	16.72%	19	6.48%
		07	212	72.11%	89	30.27%	123	41.84%	48	16.33%	34	11.56%
		08	183	62.89%	62	21.31%	121	41.58%	59	20.27%	49	16.84%
	2016-2017	06	219	72.76%	113	37.54%	106	35.22%	59	19.60%	23	7.64%
		07	203	69.52%	82	28.08%	121	41.44%	51	17.47%	38	13.01%
		08	176	61.32%	55	19.16%	121	42.16%	69	24.04%	42	14.63%
	2017-2018	06	193	74.23%	106	40.77%	87	33.46%	45	17.31%	22	8.46%
		07	228	79.17%	113	39.24%	115	39.93%	41	14.24%	19	6.60%
		08	217	75.87%	93	32.52%	124	43.36%	52	18.18%	17	5.94%

Smarter Balanced Assessment (SBA) Math

Table 5: Strive HI Results for Math Proficiency Levels

	Year	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	594	68.51%	397	45.79%	197	22.72%	178	20.53%	95	10.96%
	2015-2016	607	69.06%	382	43.46%	225	25.60%	167	19.00%	105	11.95%
	2016-2017	543	61.43%	344	38.91%	199	22.51%	208	23.53%	133	15.05%
	2017-2018	519	61.13%	293	34.51%	226	26.62%	187	22.03%	143	16.84%

Smarter Balanced Assessment (SBA) Math

Niu Valley Middle School Mathematics Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs

Table 6: Strive HI Results for Disaggregated data for Math Proficiency Levels

	Year	High Needs Indicator	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	All Students	594	68.51%	397	45.79%	197	22.72%	178	20.53%	95	10.96%
		Non-High Needs	513	77.26%	359	54.07%	154	23.19%	110	16.57%	41	6.17%
		High Needs	81	39.90%	38	18.72%	43	21.18%	68	33.50%	54	26.60%
		Low SES	71	47.97%	33	22.30%	38	25.68%	47	31.76%	30	20.27%
		IDEA	4	6.90%	1	1.72%	3	5.17%	22	37.93%	32	55.17%
		ELL	7	50.00%	5	35.71%	2	14.29%	4	28.57%	3	21.43%
	2015-2016	All Students	607	69.06%	382	43.46%	225	25.60%	167	19.00%	105	11.95%
		Non-High Needs	541	78.07%	351	50.65%	190	27.42%	105	15.15%	47	6.78%
		High Needs	66	35.48%	31	16.67%	35	18.82%	62	33.33%	58	31.18%
		Low SES	54	40.60%	24	18.05%	30	22.56%	44	33.08%	35	26.32%
		IDEA	2	3.51%	1	1.75%	1	1.75%	22	38.60%	33	57.89%
		ELL	12	80.00%	7	46.67%	5	33.33%	1	6.67%	2	13.33%
	2016-2017	All Students	543	61.43%	344	38.91%	199	22.51%	208	23.53%	133	15.05%
		Non-High Needs	482	67.89%	320	45.07%	162	22.82%	168	23.66%	60	8.45%
		High Needs	61	35.06%	24	13.79%	37	21.26%	40	22.99%	73	41.95%
		Low SES	48	40.34%	17	14.29%	31	26.05%	30	25.21%	41	34.45%
		IDEA	6	10.00%	1	1.67%	5	8.33%	10	16.67%	44	73.33%
		ELL	8	57.14%	7	50.00%	1	7.14%	2	14.29%	4	28.57%
	2017-2018	All Students	519	61.13%	293	34.51%	226	26.62%	187	22.03%	143	16.84%
		Non-High Needs	461	68.50%	266	39.52%	195	28.97%	147	21.84%	65	9.66%
		High Needs	58	32.95%	27	15.34%	31	17.61%	40	22.73%	78	44.32%
		Low SES	48	39.67%	20	16.53%	28	23.14%	30	24.79%	43	35.54%
		IDEA	3	4.76%	2	3.17%	1	1.59%	6	9.52%	54	85.71%
		ELL	8	44.44%	6	33.33%	2	11.11%	4	22.22%	6	33.33%

Smarter Balanced Assessment (SBA) Math

Table 7: Strive HI Results for Math Proficiency Levels by Grade Level

Niu Valley Middle School
Mathematics Percent Proficient (Exceeded or Met Standard) by Grade Level

	Year	Grade	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Niu Valley Middle School	2014-2015	06	220	73.58%	149	49.83%	71	23.75%	56	18.73%	23	7.69%
		07	192	65.53%	120	40.96%	72	24.57%	67	22.87%	34	11.60%
		08	182	66.18%	128	46.55%	54	19.64%	55	20.00%	38	13.82%
	2015-2016	06	217	73.31%	137	46.28%	80	27.03%	56	18.92%	23	7.77%
		07	215	72.88%	128	43.39%	87	29.49%	55	18.64%	25	8.47%
		08	175	60.76%	117	40.63%	58	20.14%	56	19.44%	57	19.79%
	2016-2017	06	202	67.11%	126	41.86%	76	25.25%	71	23.59%	28	9.30%
		07	177	60.41%	118	40.27%	59	20.14%	73	24.91%	43	14.68%
		08	164	56.55%	100	34.48%	64	22.07%	64	22.07%	62	21.38%
	2017-2018	06	167	63.74%	87	33.21%	80	30.53%	54	20.61%	41	15.65%
		07	174	58.98%	95	32.20%	79	26.78%	64	21.69%	57	19.32%
		08	178	60.96%	111	38.01%	67	22.95%	69	23.63%	45	15.41%

Enrollment

Table 8: Enrollment- year end

Niu Valley Middle School
Enrollment (Year End)
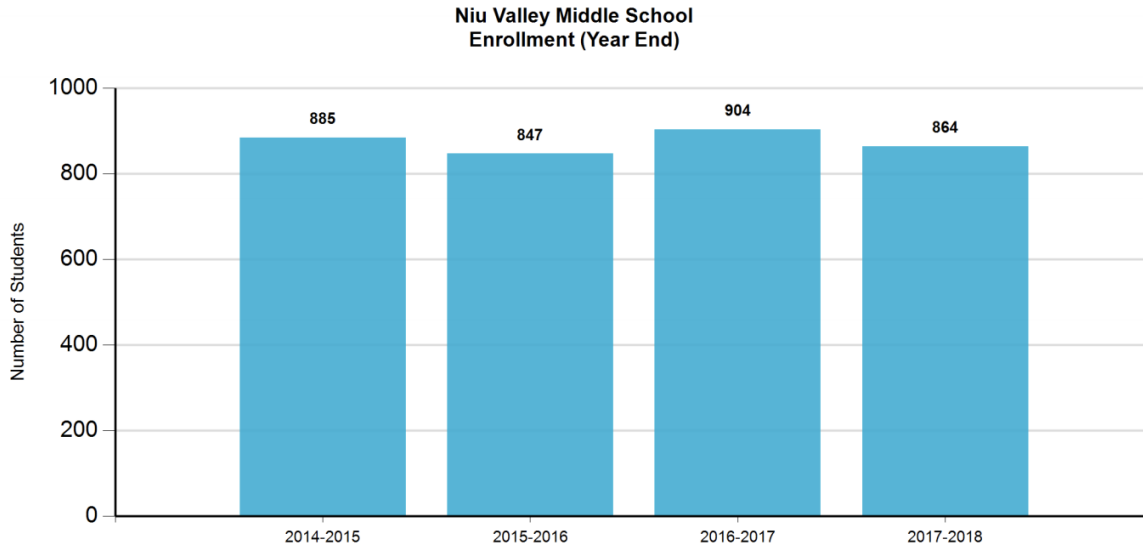
	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	885	847	904	864

Start of the school year	2018-2019
Enrollment	847

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

Enrollment has fluctuated over the past four years. 2018-2019 enrollment has decreased from the previous year, and enrollment is projected to decrease in the coming 2019-2010 school year.

Enrollment by Grade Level

Table 9: Enrollment by Grade Level – year end

Niu Valley Middle School
Enrollment by Grade Level (Year End)
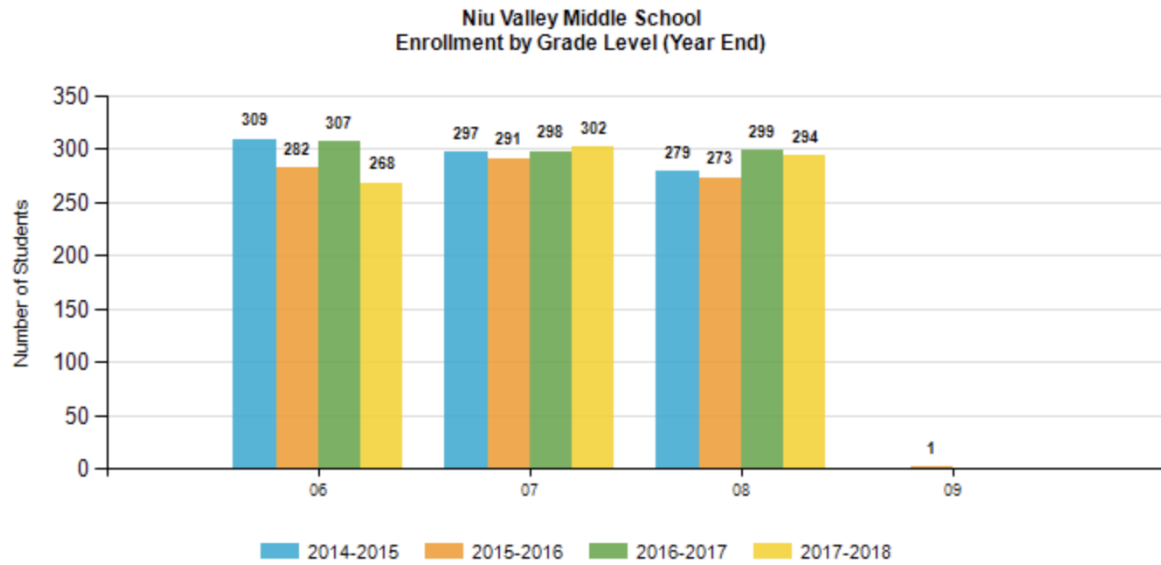
Niu Valley Middle School	Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
	06	309	282	307	268
	07	297	291	298	302
	08	279	273	299	294
	09		1		

Start of the school year Enrollment by Grade Level	2018-2019
06	291
07	263
08	306
Total	860

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

2016-2017 SY, the student population increased in all grade level; 2017-18 SY, the student population decreased in grade 6 mainly due to population decrease in the community as projected from feeder elementary schools.

Enrollment by Gender

Table 10: Enrollment by gender- year end

Niu Valley Middle School
Enrollment by Gender (Year End)
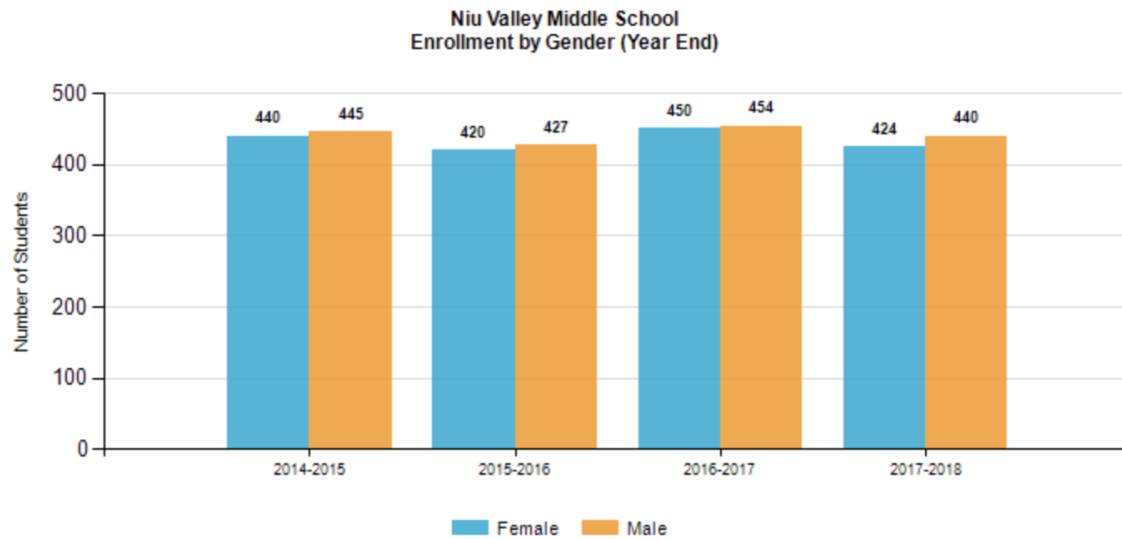
	Gender	2014-2015		2015-2016		2016-2017		2017-2018	
Niu Valley Middle School	Female	440	49.72%	420	49.59%	450	49.78%	424	49.07%
	Male	445	50.28%	427	50.41%	454	50.22%	440	50.93%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

There is a consistent trend of 1% more males that females over the past four years.

Ethnicity Breakdown

Table 11: Ethnicity Breakdown of Students – year end

	Ethnicity	2014-2015		2015-2016		2016-2017		2017-2018	
Niu Valley Middle School	American Indian or Alaska Native	7	0.79%	3	0.35%	4	0.44%	3	0.35%
	Asian two or more	5	0.56%	3	0.35%	4	0.44%	3	0.35%
	Black	16	1.81%	10	1.18%	13	1.44%	15	1.74%
	Chinese	105	11.86%	87	10.27%	88	9.73%	81	9.38%
	Filipino	58	6.55%	58	6.85%	59	6.53%	54	6.25%
	Guamanian/Chamorro			1	0.12%	1	0.11%	2	0.23%
	Hispanic	19	2.15%	20	2.36%	26	2.88%	26	3.01%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	15	1.69%	13	1.53%	18	1.99%	19	2.20%
	Japanese	239	27.01%	242	28.57%	267	29.54%	254	29.40%
	Korean	34	3.84%	39	4.60%	38	4.20%	42	4.86%
	Micronesian (Ex. Marshallese, Pohnpeian, Chuukese)	1	0.11%	2	0.24%	3	0.33%	2	0.23%
	Multiple	28	3.16%	23	2.72%	22	2.43%	19	2.20%
	Native Hawaiian	130	14.69%	113	13.34%	113	12.50%	94	10.88%
	Other Asian	9	1.02%	7	0.83%	15	1.66%	12	1.39%
	Other Pacific Islander	3	0.34%	2	0.24%	1	0.11%	2	0.23%
	Portuguese	8	0.90%	9	1.06%	9	1.00%	10	1.16%
	Samoan	5	0.56%	4	0.47%	6	0.66%	7	0.81%
	Tongan	2	0.23%			2	0.22%	4	0.46%
	White	201	22.71%	211	24.91%	215	23.78%	215	24.88%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

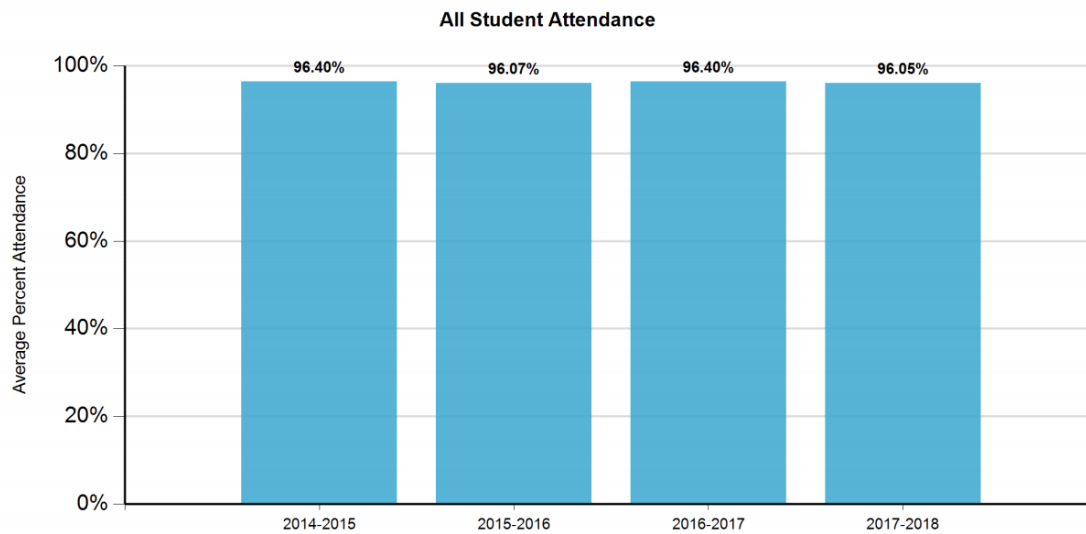The largest ethnicity is Asian; the second largest ethnicity is White. The third and fourth largest ethnicity are Multiple and Pacific Islander. While the number of students in each category changes, the four largest ethnicity groups remain the same.

Special Populations

Table 12: Enrollment of Special Populations – year end

Niu Valley Middle School
Enrollment by Low SES (Year End)

	2014-2015		2015-2016		2016-2017		2017-2018	
Niu Valley Middle School	151	17.06%	129	15.23%	117	12.94%	123	14.24%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

Niu Valley Middle School
Enrollment by IDEA (Year End)

	2014-2015		2015-2016		2016-2017		2017-2018	
Niu Valley Middle School	66	7.46%	74	8.74%	79	8.74%	79	9.14%

Niu Valley Middle School
Enrollment by ELL (Year End)

Percent of Students

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| | 1.47% | 1.77% | 1.55% | 2.08% |
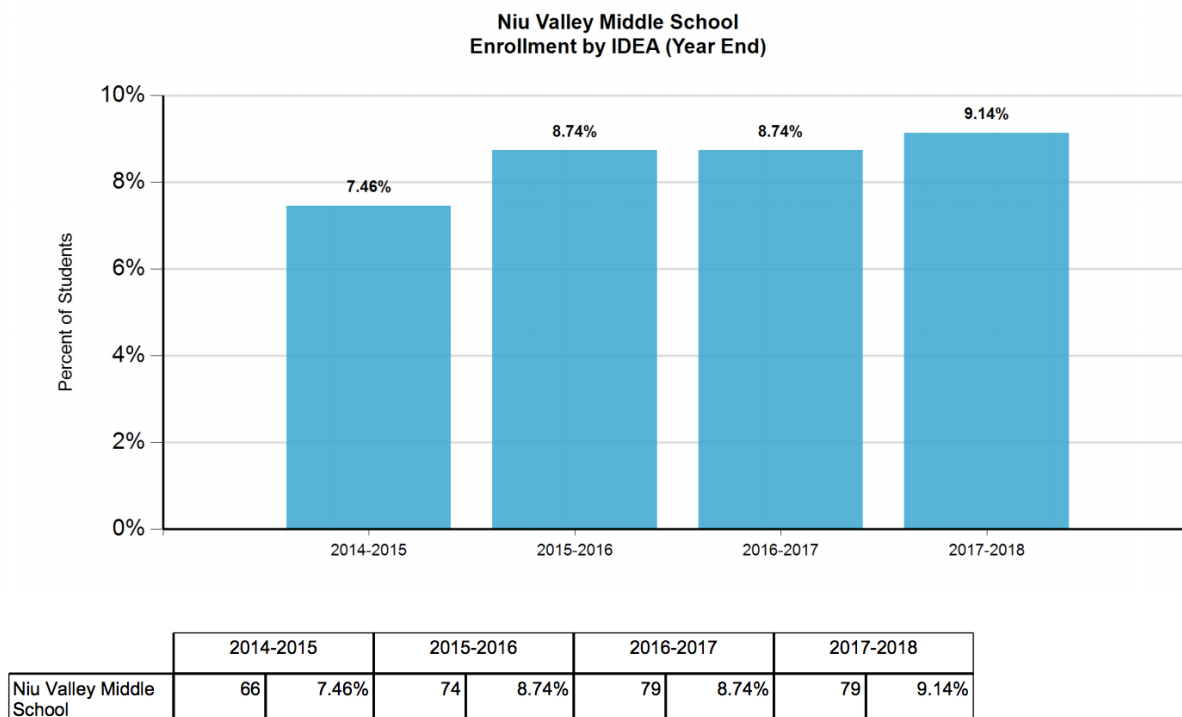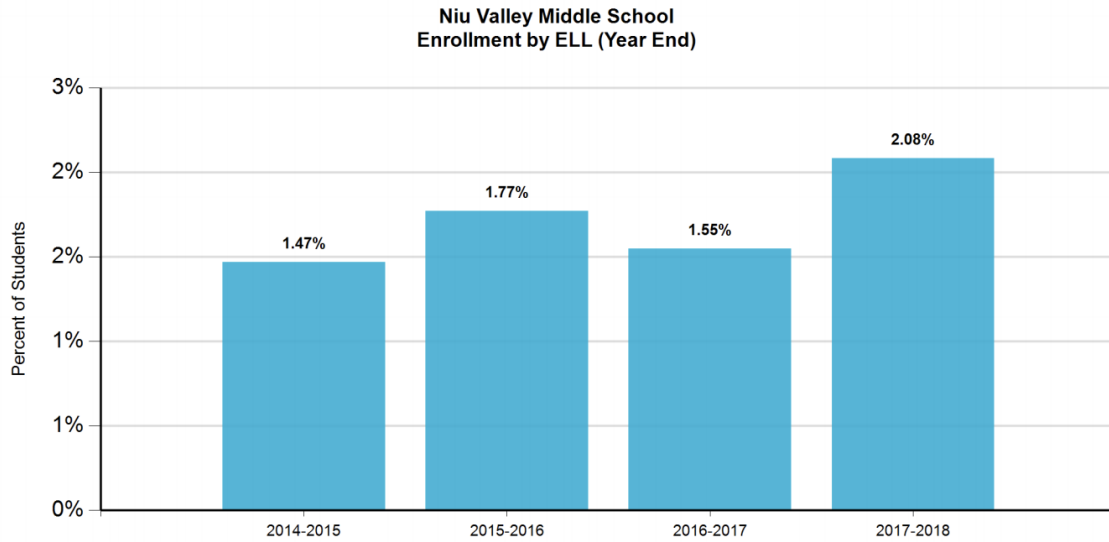
	2014-2015		2015-2016		2016-2017		2017-2018	
Niu Valley Middle School	13	1.47%	15	1.77%	14	1.55%	18	2.08%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

	2014-2015	2015-2016	2016-2017	2017-2018
Low SES	151 17.06%	129 15.23%	117 12.94%	123 14.24%
IDEA	66 7.16%	74 8.74%	79 8.74%	79 9.14%
English Learners	14 1.47%	15 1.77%	14 1.55%	18 2.08.0%

The low SES student population has decreased by 4.12% since the 2014-2015 school year but has increased by 1.3% in 2017-2018.   The IDEA population has increased by 2% over the past four years. The English Learners student population has remained steady for the past three of four years with a 0.7% increase in the school year 2017-2018.

Attendance

Table 13 Attendance – end of year

Niu Valley Middle School Attendance

All Student Attendance

High Needs (Low SES, IDEA, ELL) and Non-High Needs Student Attendance

	Group/Subgroup	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	All Students	96.40%	96.07%	96.40%	96.05%
	Non-High Needs	96.83%	96.44%	96.70%	96.56%
	High Needs	95.02%	94.75%	95.27%	94.22%
	Low SES	94.79%	94.79%	94.21%	93.44%
	IDEA	95.00%	94.53%	96.05%	94.37%
	ELL	97.10%	97.39%	97.10%	94.34%

Attendance

Table 14 Attendance by Gender
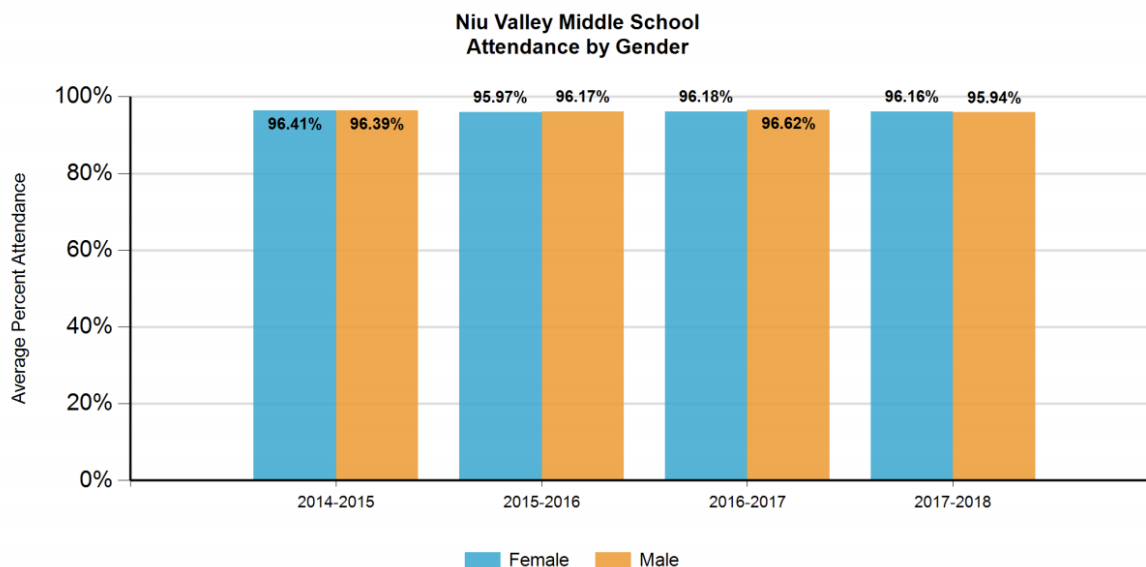
	Gender	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	Female	96.41%	95.97%	96.18%	96.16%
	Male	96.39%	96.17%	96.62%	95.94%

Table 15 Attendance – end of year

Average Daily Attendance: % (higher is better)				
State Standard	2014-2015	2015-2016	2016-2017	2017-2018
95.0%	96.4.%	96.0%	96.3%	96.0%
Average Daily Absences in days (lower is better)				
State Standard	2014-2015	2015-2016	2016-2017	2017-2018
9	6.4	7.0	6.5	7.1

The school meets both the state standard for average daily attendance percentage and average daily absences in days.

Table 16 Attendance by Group/Subgroup– End of Year

	Group/Subgroup	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	All Students	96.40%	96.07%	96.40%	96.05%
	Non-High Needs	96.83%	96.44%	96.70%	96.56%
	High Needs	95.02%	94.75%	95.27%	94.22%
	Low SES	94.79%	94.79%	94.21%	93.44%
	IDEA	95.00%	94.53%	96.05%	94.37%
	ELL	97.10%	97.39%	97.10%	94.34%

Table 17 Attendance by Grade Level – end of year

Niu Valley Middle School
Attendance by Grade Level
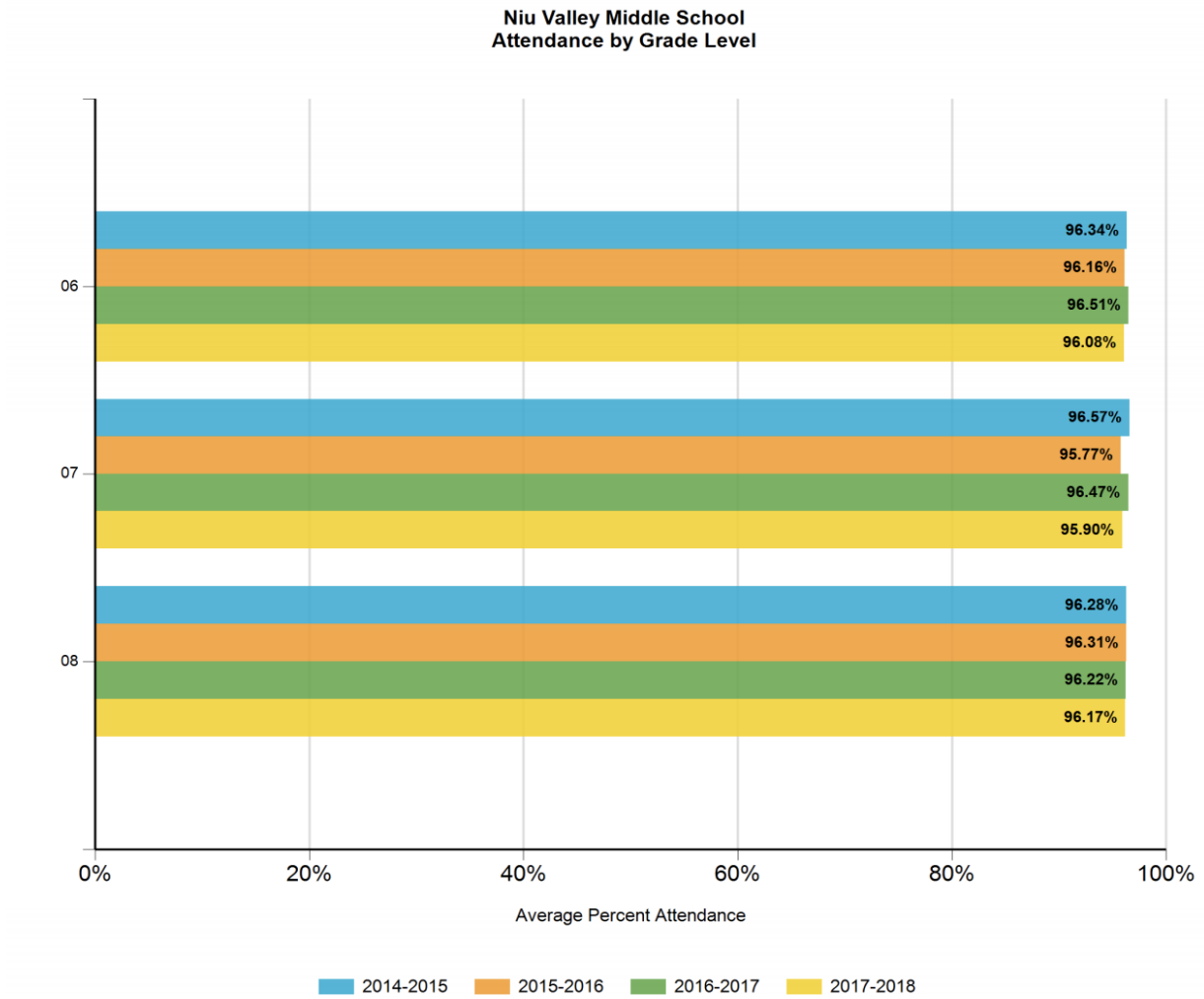
	Grade	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	06	96.34%	96.16%	96.51%	96.08%
	07	96.57%	95.77%	96.47%	95.90%
	08	96.28%	96.31%	96.22%	96.17%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

Niu Valley's percentage yearly attendance meets the state standard in all grade levels.

Table 18 Attendance by Ethnicity – end of year

Niu Valley Middle School
Attendance by Ethnicity

		2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	American Indian or Alaska Native	91.14%	87.43%	94.89%	95.67%
	Asian two or more	97.43%	95.74%	97.50%	97.41%
	Black	96.37%	96.28%	96.01%	95.87%
	Chinese	97.29%	97.12%	97.20%	96.95%
	Filipino	96.53%	96.15%	97.02%	97.03%
	Guamanian/Chamorro	91.89%	98.51%	98.84%	99.17%
	Hispanic	96.13%	95.70%	96.63%	94.90%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	95.16%	97.58%	97.81%	94.71%
	Japanese	97.30%	96.90%	97.16%	96.65%
	Korean	97.60%	97.98%	98.06%	98.36%
	Micronesian (Ex. Marshallese, Pohnpeian, Chuukese)	96.72%	95.56%	87.59%	92.50%
	Multiple	96.65%	96.15%	97.10%	96.37%
	Native Hawaiian	95.47%	94.94%	95.73%	94.44%
	Other Asian	95.56%	97.01%	93.72%	96.02%
	Other Pacific Islander	95.34%	98.88%	90.38%	94.17%
	Portuguese	95.47%	90.47%	94.12%	92.94%
	Samoan	95.08%	93.53%	93.98%	95.71%
	Tongan	97.49%	97.01%	90.28%	90.14%
	White	95.60%	95.26%	95.37%	95.51%

[Source: 2015-2016 through 2017-2018 data extracted from Longitudinal Data System (LDS) on 10/20/2018]

School Disciplinary Incidents

Table 19: Discipline Incidents (Chapter 19) by Total and High Needs/Non-High Needs - year end

	Group/Subgroup	2014-2015	2015-2016	2016-2017	2017-2018
Niu Valley Middle School	All Students	118	112	46	58
	Non-High Needs	52	48	17	31
	High Needs	66	64	29	27
	Low SES	52	46	21	23
	IDEA	22	39	11	6
	ELL		2		4

Niu Valley Middle School Incidents
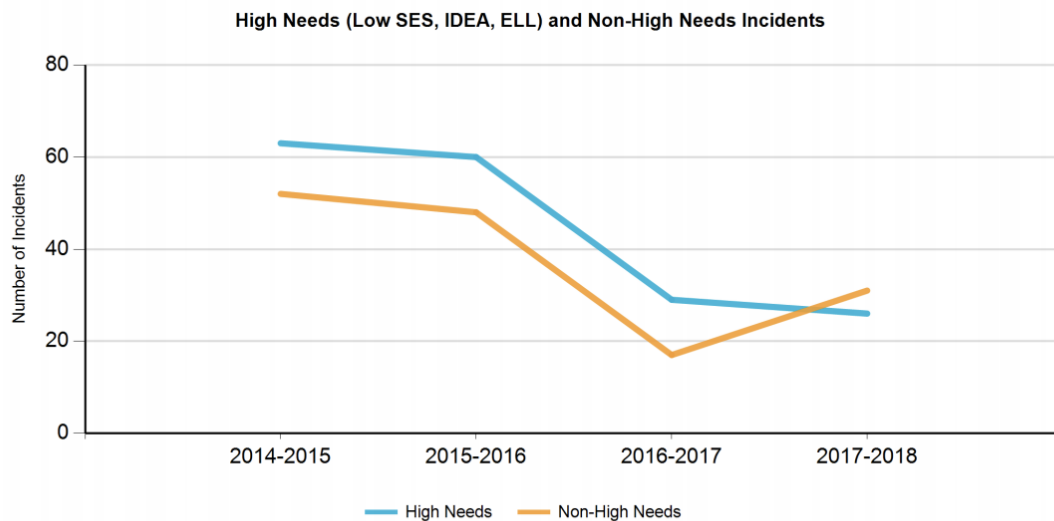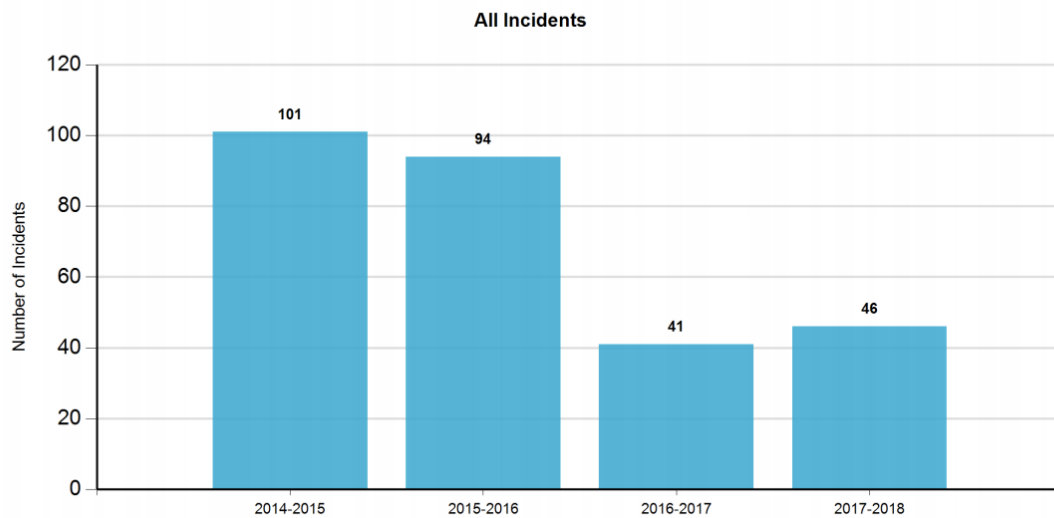
All Incidents

High Needs (Low SES, IDEA, ELL) and Non-High Needs Incidents

Facilities

Table 20:

Facilities

School Year Ending 2018	
Classrooms available	39
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.

Adequacy of School's Space

Administration	78%
Library	70%
Cafeteria/Auditorium	121%
Classrooms	86%

State Standard

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

[Source: SSIR SY 2017-2018]

While it appears that there are enough classrooms, additional classroom spaces were created by subdividing rooms (in one case into three areas) and one teacher floats into open classrooms.

Staff

Table 21: Staff

	2014-2015	2015-2016	2016-2017	2017-2018
Total Full-Time Equivalent (FTE)	43.0	40.0	41.0	45.0
Regular Instruction, FTE	36.0 (83.7%)	31.0 (77.5%)	34.0 (82.9%)	37.0 (82.2%)
Special Instruction, FTE	6.0 (13.9%)	9.0 (22.5%)	7.0 (17.0%)	8.0 (17.7%)
Supplemental Instruction, FTE	1.0 (2.3%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)
Teacher headcount	43	40	41	45
Teachers with 5 or more years at this school	27	25	22	18
Teachers' average years of experience	14.1	12	12.3	11.2
Teachers with advanced degrees	17	15	13	18
Professional Teacher Credentials				
Fully licensed	43 (100%)	38 (95.0%)	39 (95.1%)	40 (88.8%)
Emergency hires	0 (0.0%)	2 (5.0%)	2 (4.8%)	5 (11.1%)
Administrators and Student Support Staff				
Administrators	9	10.0	8.0	9
Librarians	1	1	0	0
Counselors	3	1	2.o	2.0
Number of principals at the school in the past 5 years	2	2	2	1

[Source: SSIR SY 2014-2015, SSIR SY 2015-2016, SSIR SY 2016-2017, 2017-2018]

III: Self-Study Findings

CATEGORY A: ORGANIZATION

A1. Vision, Mission, and General Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

Vision, Mission, General Learner Outcomes, Profile, Academic Plan

A1.1. Indicator: The school has established a clear, coherent vision and mission, and General Learner Outcomes; the school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

A1.1. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and Academic Plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

NVMS has developed the school's vision, mission, and Academic Plan based on pertinent student/community profile data, identified global competencies, and current educational research. On January 12th, 2018, the faculty and staff at Niu Valley Middle School collaborated to develop a new vision and mission statement. Each team (there are six within the school, two per grade level), brainstormed, before the vision and mission were developed school-wide. The 2017-2018 school year ushered in a new superintendent for Hawaii Public Schools. Superintendent Kishimoto introduced her priorities of school design, teacher collaboration, and student voice which were taken into account as well. Additionally, as a middle school an emphasis is placed on teaming and a whole child approach.

Findings	Supporting Evidence
● The NVMS Three-Year Academic Plan has been developed based on the philosophies of the IB MYP, Middle Level Education and the State's Strategic Plan.	● NVMS Vision and Mission ● NVMS Academic Plan

Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and the school's Academic Plan are effective.

A1.2. Prompt: *Evaluate the effectiveness of the processes that ensure involvement of the entire school community in the development/refinement of the vision and mission, General Learner Outcomes, and the school's Academic Plan.*

NVMS ensures involvement of parts of the school community in the development/refinement of the vision and mission, General Learner Outcomes, and the school's Academic Plan. The revision of the school's vision and mission primarily involved the faculty and administrations. Administration deemed that the crafting of the revised vision and mission was best addressed by the body closest to students. The faculty spent a productive PD session to revisit the vision and mission by connecting to department passion statements, the GLOs and IB Learner Profile. The revised statements were shared with other stakeholders, including students, staff, parents, and community. Decisions are based on the school's vision and mission, including focus of the school's Academic Plan.

Findings	Supporting Evidence
● Faculty created and finalized vision and mission statements.	● PD to revisit and revise the school's vision and mission. Evidence-PD-1/12/2018

Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.3. Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision, mission, General Learner Outcomes, and the Academic Plan.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, General Learner Outcomes, and the Academic Plan.*

NVMS ensures students, parents and other members of the school's community understand and are committed to the school's vision, mission, and GLOs, and the Academic Plan. The vision and mission are shared electronically with parents as well as through Coffee Hour with the principal (attended by parents) and different orientation days. Open House and exhibitions (like STEM exhibition) offer other opportunities to share the vision and mission with family. The new vision and mission were introduced at the school-wide awards assembly attended by both parents and students. For student distribution, the school employed Niu News (student-run daily morning broadcast and afternoon advisory broadcast) and banners hanging around the school. Some teams are using the hashtag vocabulary as it is more student friendly than the wording of the vision and mission. Other teams have been discussing how to introduce in advisory or during other team time. The NVMS vision and mission correlate with both the IB philosophy and the Kaiser Complex IBMYP philosophy. The school's vision is also evident in curriculum planning as outcomes focus on making a difference in the community and world.

Findings	Supporting Evidence
● NVMS Academic plan is shared with the school community	● Parent Coffee Hour example
● School's vision and mission was revised by the faculty and aligns with the IB philosophy and the Kaiser Complex IBMYP philosophy	● NVMS Vision and Mission

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic Plan based on student needs in an evolving global society.

A1.4. Prompt: *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic Plan based on student needs in an evolving global society.*

NVMS has an effective process to review/revise the school vision, mission, General Learner Outcomes, and the Academic Plan based on student needs in an evolving global society. Teachers gave feedback on the process and the various levels of interaction and refinement. The refinement process was not as smooth and at times confusing. However, others found that the results were powerful and effective. Regardless, participants had a voice and hashtags were created by the faculty based on key words of personal passion statements and they embraced the vision of the school. The Academic plan, which is reflective of student needs and a global education, is continually revised by the Leadership Team and revisions are shared with team members. A draft is presented to department heads who bring the document to departments. Department heads report suggestions, questions, and clarification back to leadership before the document is finalized.

Findings	Supporting Evidence
● NVMS revision of the school's vision and mission reflected the passion statements of the faculty	● NVMS Vision and Mission ● PD day activities
● The school's academic plan reflects the academic needs of students, including an IB global education, and the tenets of middle level education	● NVMS Academic Plan
● The school's vision is addressed in the faculty meeting topics	● Faculty meeting slides

A2.   Governance Criterion

The school's program and operations are in alignment with the a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area)

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?*

The NVMS community mostly understands the governing authority's leadership that guides the work of the school. Announcements and invitations are sent out monthly to invite parents to participate in venues such as the School Community Council meetings and parent informational meetings and to be informed of the Department of Education (DOE) and the superintendent's goals for students. NVMS faculty members are aware of the state goals and processes that are implemented for student success as shared at faculty meetings.

Findings	Supporting Evidence
● Parents are invited to attend Principal's Coffee Hours and learn about the initiatives of both the school and the DOE	● Parent presentation- example ● Meeting minutes for school committees, SCC, leadership, and departments are recorded and shared with the faculty and staff via Google Docs or email

Relationship Between Governing Authority and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

Relationships are evident between the governing authority and the NVMS community and an understanding of the responsibilities of the faculty and staff. The Leadership Team shares with the faculty the procedures and impact of the governing board and the initiatives of the DOE.

Information is reviewed with the leadership team prior to being introduced at respective department meetings or to the whole faculty during meeting times.

Findings	Supporting Evidence
● Minutes from leadership meetings are shared with all NVMS faculty.	● Innovation @ The Center website.
● The SCC meets regularly so information is shared between NVMS and the community.	● Faculty representative shared information with the faculty via email
● Students receive information through the student Leadership representatives who present at Student Council meetings	● Student Council minutes
● Parents get email blasts and letters through Wednesday envelopes and Principal's Coffee hour. Parents are invited to meet with the principal to learn about State and school initiatives.	● Principal's Coffee Hour sample

Faculty, Staff, and Governing Authority

A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A2.3. Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

The NVMS community clearly understands the relationship between the governing authority and the responsibilities of faculty and staff. Leadership team members share with staff members the protocol of the governing board and the initiates of the DOE. Each department head is responsible for sharing information from the Leadership meetings. In addition, Leadership minutes are housed in a website accessible by faculty and staff. The State's Strategic plan is addressed in the school's academic plan in which progress is reviewed on a regular basis.

Findings	Supporting Evidence
● The faculty is informed of the DOE initiatives and understands the responsibilities of implementation	● Leadership meeting minutes ● Faculty meeting

A3. Leadership and Staff Criterion – Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative Planning Process

A3.1. Indicator: The school's planning process is broad-based, collaborative, and is a continuous improvement cycle that a) assesses data to determine student needs, b) is collaborative and has a commitment of all stakeholders that determine and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Comment on the effectiveness of the school improvement planning process to ensure that it assesses data to determine student needs, is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

The Academic Review Team (ART) uses data to assess the enabling activities and goals of the Academic Plan. Each department and team develop their own action plans in accordance with the school's plan. Department and Team action plans are reviewed and assessed quarterly.

Findings	Supporting Evidence
● ART reviews student achievement measures ● Departments and Teams assess action plans	● ART assessment ● Department Action Plan ● Team action Plan

Correlation between Student Learning and the Academic Plan

A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's Academic Plan.

A3.2. Prompt: *How does the school ensure that the analysis of multiple sources of data, General Learner Outcomes, and academic standards are incorporated into the Academic Plan and impact the development, implementation, and monitoring of the plan?*

The school ensures the goals in the AC/FIN plan directly relate to the analysis of the data. This includes goals for Department Action Plans, Team Action Plans, curriculum, budget and administrative support. Teams, departments, and support staff all are expected to understand and work towards these goals. Departments, teams and support groups utilize monitoring such as CIT Documentation, Department Action plans and Team Action Plans.

Findings	Supporting Evidence
● Student achievement data is used as a measure for enabling activities in the Academic Plan ● Teachers submit funding and Professional Development (PD) requests through the school's funding and PD proposal process.	● SBA Scores, HSA Science Scores, STAR scores ● Funding proposal sample ● PD proposal sample

Alignment of All Resources and the Academic Plan

A3.3. Indicator: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the Academic Plan.

A3.3. Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Academic Plan.*

All of School's decisions are tied to goals in the Academic Financial Plan. Budget and administrative support is focused on those goals. When requesting additional funds, teachers must cite student learning goals and measures to ensure student learning.

Findings	Supporting Evidence
● NVMS decisions for the allocation of resources are aligned with the goals found in the Academic Financial Plan.	● Funding proposal ● PD proposal

Progress Monitoring of the Academic Plan

A3.4. Indicator: The school's Leadership Team/Academic Review Team has defined roles and responsibilities and monitors the progress of the implementation of the Academic Plan.

A3.4. Prompt: *Comment on the roles and responsibilities of the school's Leadership Team/Academic Review Team. Evaluate the degree to which this team monitors the progress of the implementation of the Academic Plan.*

The Leadership Team, represented by all teams, grade levels, coordinators, administrators, and departments, collaborates to make school-level decisions. This team also serves as the Academic Review Team (ART), which examines student data in order to make decisions regarding the school's improvement process. All decisions made within Leadership and ART meetings are tied to goals within the Academic Financial Plan. Additionally, at the end of school year 2017-2018, the ART assessed progress as indicated in the Academic Plan. The assessment was used to review and revise the 2018-2019 Academic Plan.

Findings	Supporting Evidence
● ART data review ● Academic Plan assessment	● ART assessment ● 2017-2018 Academic Plan Assessment

School Community Council

A3.5. Indicator: The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

A3.5. Prompt: *To what extent does the SCC review and monitor the Academic Plan and provide opportunities for stakeholder input and feedback?*

Findings	Supporting Evidence
● NVMS follows a process whereby the SCC approves the Academic Financial Plan along with all other stakeholders before it is implemented.	● SCC Minutes, meetings are open to all stakeholders, all stakeholders are represented at SCC

Complex Initiatives, including Articulation of Schools in Complex

A3.6 Indicator: The school's leadership is involved in regular articulation discussions with other schools in the Complex to support K-12 Complex initiatives.

A3.6 Prompt: *To what extent does the school regularly engage in articulation with other schools within the Complex? To what extent does the articulation support addressing Complex initiatives effectively?*

NVMS engages in articulation with other schools through annual faculty meetings with Kaiser High School, bi-annual meetings with our respective MYP Years 1-5 Departments, and annual meetings between 5th grade teachers and NVMS Grade 6 Math and English Language teachers. Some examples of Complex Initiatives include the IB Curriculum, Google School, Connect and Respect Week, and the Science Fair, which support the Complex goals effectively.

Findings	Supporting Evidence
● NVMS regularly engages in articulation with other schools within the complex, and organizes various complex initiatives to effectively support students within the complex area.	● Beginning of the year meetings with Kaiser HS; IB Joint Meetings, Articulation Meetings with Grade 6 Math and ELA teachers. ● Monthly articulation with Kaiser Complex counselors. (Due to

- confidentiality purposes, minutes cannot be shared)
- Coordination with Kaiser complex Tech coordinators
- KC Curriculum coordinator meetings along with monthly Kaiser complex principal meetings

A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and ongoing professional development.

Qualifications of Staff

A4.1. Indicator: The school's leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by state personnel policies and procedures has been reviewed.

A4.1. Prompt: *Evaluate the effectiveness of how the school leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding the background, preparation and training as designated by state personnel policies and procedures has been reviewed.*

A list of potential candidates is forwarded to the school by the State and Complex after they have completed the necessary training, and background checks. These are vetted by the Office of Human Resources. Interviews for new-hires are conducted with the appropriate administrator, department chairperson, and curriculum coordinator present. In addition to questions regarding qualification and training, middle-school education and IB are emphasized in the interview process. The Hawaii Teacher Standards Board (HTSB) ensures that all teachers are fully licensed. At the beginning of the school year, the administrators go over all policies and procedural expectations with all faculty and staff members. The school's administrators then interview the applicant along with Curriculum Coordinator and/or Department Head. A collaborative decision is made to the principal recommending the applicant or not.

Based on pool of applicants for TATP posting 1 and 2 for interview - Teacher Assignment and Transfer Program is used to post internal vacancies for positions and priority for hiring is provided to experienced/tenured teachers. An interview team is composed of department heads, administrations, and/or curriculum coordinators to ensure the hiring of quality staff. After the first two rounds of tenured teacher interviews additional vacancies are posted for outside applicants. An interview team is composed of department heads, administrations, and/or curriculum coordinators to ensure the hiring of quality staff. If a position becomes/remains

vacant beyond the standard hiring window, staff may be hired on an emergency basis to fill positions. An interview team is composed of department heads, administrations, and/or curriculum coordinators to ensure the hiring of quality staff. Positions are bought by the school for teachers in existing positions. If state funding does not fully fund all of the positions necessary for student success, NVMS will purchase additional positions from the school budget, pending availability, to ensure that all students have appropriate access to quality teachers.

Findings	Supporting Evidence
● Administrators work with the District Personnel officer to access lists of qualified applicants	● HQT listing, SSIR

Maximum Use of Expertise

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for ALL assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4.2. Prompt: *Evaluate the process to assign staff members to maximize their expertise and provide an appropriate orientation process to ensure ALL staff members are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

Staff members are assigned to positions based on certification and highly qualified status. Administrators place staff in teaching lines with consideration to area of expertise, preference, and recommendations from department heads. Teachers new to NVMS are provided new teacher orientations meetings sponsored by the District and provided by the school. New teachers are assigned District-level mentors who provide pedagogic support. School level staff provide additional support and training in order to ensure quality teaching and student learning. The school's coordinators-- Curriculum, Student Activities/Middle Level Education, Innovation and Technology-- provide support through New Teacher meetings, mini-workshops, and one-to-one assistance. Subject department heads provide curricular support and team leaders assist with school procedures and middle level education concepts.

Findings	Supporting Evidence
● New Teacher Meetings are held approximately once per month. These meetings cover topics such as procedures, IB grading, formative and summative assessments, and any concerns which the new teachers may be having.	● New Teacher Meeting example

Defining and Understanding Policies and Procedures

A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood by administration and staff.

A4.3. Prompt: *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and staff.*

At the start of the school year, administrators provide State and school information that includes initiatives, policies, procedures and responsibilities. An Administrative Responsibility Chart is distributed on the first day of school to all staff members whereby teachers are informed of both grade level and subject area administrators. As the school transitions from the Lotus Notes platform where school policies and documents are housed, a Google Site was created where teachers can access pertinent documents for reference.

Findings	Supporting Evidence
● Policies, operational practices, and administrative duties are presented at the start of the school year ● School documents, leadership meeting minutes and other resources are housed in the Innovation at the Core site	● Opening Day 1 presentation ● Opening Day 2 presentation ● Innovation at the Core

Internal Communication and Planning

A4.4. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.4. Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

The school utilizes various modes of communication systems, including: Lotus Notes, Google e-mail, and the school's Innovation at the Core Google site. Leadership meeting agendas and minutes are posted on the school's Innovation at the Core site. There is a protocol for raising issues (system of support): Teacher to department head/team lead to VP (grade level or department) then to head of school. Administrators have an "open door" policy for any staff member to access and confer.

The existing structures are effective because evidence shows that changes have been made to the communication system to more accurately and effectively communicate to all staff. Most staff know whom to access when issues arise or when in need of support.

Findings	Supporting Evidence
- Information can be accessed through the school's Innovation at the Core site - Teachers are informed of the protocol of support	- Innovation at the Core site - Protocol shared at Opening Day 2 faculty meeting

A5. Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Support of Professional Development

A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.

A5.1. Prompt: *How effective is the support of professional development/learning with time, personnel, materials, and fiscal resources to facilitate all students achieving the General Learner outcomes and academic standards? Provide evidence and examples*.

NVMS effectively supports professional development and learning for personnel. Teachers are encouraged to apply for financial support for Professional Development (PD) and workshops as the budget is limited, and approval needs to be given. NVMS developed a Professional Development (PD) request form in which teachers are able to complete and submit. Any PD proposal includes alignment to subject IB objectives and/or content standards, and addresses the school's academic plan. The professional development and learning allocation of resources are effective and provide equity for all. Through Professional Development requests, teachers are able to seek courses that will deepen their understanding of best teaching practices. Teachers use an Exploration Log (later renamed Innovator's Log) to help record their experiences of professional development. Teachers also share their experiences with their team, department, and faculty meetings.

At the start of school year 2018-2019, a professional development session, High Quality Instruction for All, was arranged and presented by Honolulu District resource teachers. The session focused on multiple instructional strategies that address all learners. The PD was well received by the staff and aligned to Goal 2: Staff Success of the Academic Plan.

Findings	Supporting Evidence

● Teachers are provided with Professional Development opportunities	● PD funding proposal ● High Quality Instruction for All

Data Driven Professional Development

A5.2. Indicator: The school uses an effective data analysis process to determine professional development needs.

A5.2. Prompt: *How effective is the school's data analysis process to determine professional development needs?*

NVMS uses data analysis to determine professional development needs. Team leaders and department heads address ideas and needs of the team and department to identify needs that would support professional development. The school's Three year Academic plan has addressed the need for a School wide Professional Development Plan. Redesigning Data Team Process to a Collaborative Learning Team model in order to focus on working collaboratively in order to examine student data and inform instructional practices for academic success. Professional Learning Communities in order to best support the needs of teachers, by providing both whole staff and individual choice sessions, based on goals of the school and personal needs. This includes attending conferences addressing Middle Level Education, IBMYP, Technology.

Currently team leaders and department heads identify areas for potential teacher and student support, but attention needs to be given to encourage instructional growth and professional growth.

Findings	Supporting Evidence
● Department and Team Action Plans are in response to student needs ● Faculty requests for Professional Development and additional Funding require measures of student growth ● CIT logs and data sheets allow teachers to evaluate effectiveness of instruction	● Department and Team Action Plans ● PD and Funding proposals ● CIT documentation

Accountability and Evaluation

A5.3. Indicator: The school implements effective support strategies and accountability processes in order to promote professional growth of staff.

A5.3. Prompt: *How effective are the school's support strategies and accountability procedures to promote professional growth of staff?*

NVMS implements effective support strategies and accountability processes. Staff take ownership and submit Professional Development (PD) proposals for growth and needs. Teachers are required to address the Academic Plan when submitting a proposal.

All faculty use a digital Exploration Log to account the experiences of different professional development attended. Year 1 of the 2017-2018 Academic Plan, the Exploration Log was created to provide a means for teachers to explore, learn, and reflect. In Year 2 of the 2018-2019 Academic Plan, the Exploration Log was revised both in format and title to Innovator's Log. The revision supported the Academic Plan's Staff Success outcome of innovation. Faculty document and reflect upon the learning experience and potential application in the classroom for students. Though the log is personal, it is shared with the school's curriculum coordinator via google drive for accountability. Faculty and staff members share PD work and experience with their department and team when appropriate. Staff is also asked to share insights, experiences, or strategies at faculty meetings.

Additionally by school year 2019-2020, teachers are required to select one applied learning strategy and collect feedback from a selected class regarding effectiveness or revisions needed. This allows students to have a purposeful voice in their learning experiences. Teachers decide on the format of collecting feedback. Maintaining the log provides the staff to be reflective practitioners and models for their students.

Findings	Supporting Evidence
- Staff can request funding for professional development by the PD proposal process. - All teachers maintain an Innovator's log to document professional development learning and potential ideas for implementation	- Professional Development Proposal - Innovator's Log

Measurable Effect of Professional Development

A5.4. Indicator: There are effective operating processes that determine the measurable effect of professional development and the impact it has on student performance.

A5.4. Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, and the impact it has on student performance. Provide evidence of how professional development/learning has had a positive impact on student learning.*

Faculty and staff are encouraged to attend various professional development opportunities for credit and otherwise. As a way to reflect and record PD, faculty has been provided an Innovator's Log. After attending PD, faculty is expected to share their learning with departments, grade-level partners, or teams as appropriate. The Curriculum coordinator continues to encourage faculty and staff to reflect on professional development experiences and share new learning and understandings with each other through faculty, department or team meetings.

The math department continues its collegial learning walks. Math teachers regularly visit each other's classrooms to gain insights and to provide feedback. This practice is being adopted by the Language Arts department.

The Pineapple Board was first introduced in school year 2017-2018 as a PD for teachers by teachers. Teachers are invited and encouraged to post an invitation to staff to observe implementation of an instructional strategy or student performance. Teacher observers are able to gain new strategies and understanding of student interactions and learning and often implement a strategy with the support of the demonstration teacher.

Findings	Supporting Evidence
● Teachers as reflective learners and practitioners by documentation in their Innovator's Log.	● Innovator's Log
● Teachers can also post their lesson to the pineapple board to be reviewed by faculty and staff.	● Pineapple Board

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

Allocation Decisions

A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

A6.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan?*

The school allocates resources to meet the school's vision, mission, General Learner Outcomes, the academic standards, academic and department action plans. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards. For example, the library was transformed into an Innovation Learning Center (ILC) a year ago. The Friends of Niu Valley Middle School (FNVMS), a parent support group, designated their annual fundraiser to support the ILC with additional funding from the school. The ILC was planned to be an extension of the classroom in meeting the needs of future-focused learners. Flexible seating, movable furniture, technology resources, including 3D printers, provide learning spaces for students to be collaborative learners and innovators.

Furthermore, as of December 2018, NVMS has at least one educational technology device per

student in each classroom to use during class for instructional purposes (ie Chromebooks). Additionally there are 21 century upgrades in every classroom (TV with Chromecast used for facetime meetings etc.) and Smartboards in the math classes.

Outcomes of the funding needs are documented in the funding and PD proposals. Currently the information is only available with the administrator in charge of the department/team. A system of vetting the effectiveness of resource allocation of the school is a need to provide better transparency.

Findings	Supporting Evidence
● Resources at NVMS are allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and the academic plan.	● Funding and PD proposals
● Transformation of the library to the Innovation Learning Center	● Innovation Center
● Technology in the Classroom	● One-to-one technology device in every classroom
● Flexible Seating - Alternative seating options are available (ie yoga balls) in our Physical Education classrooms to accommodate varied student needs.	● Flexible seating- PE, ILC

Allocation Involvement

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Leadership and staff at NVMS are involved in the resource allocation decisions. The process for allocation of resources has made an impact on student learning by supporting teachers and promoting student success. The Academic and Financial Plan is reviewed and revised by leadership, and shared with the entire staff and School Community Council.

Additional teaching positions purchased for the 2017-2018 and 2018-2019 school years to ensure students have a highly qualified teacher in each classroom. The school's system of funding

requests is directly aligned to the Academic Plan. This further validates funding allocation to support student success.

Findings	Supporting Evidence
● Budget shared with staff at faculty meeting - AC/FIN is reviewed and revised by leadership, and shared with the entire staff. ● Additional teaching positions purchased to ensure students have a highly qualified teacher in each classroom. ● Funding Request Proposal- Created a process for teachers to request for funding over $500.	● Posted Minutes ● Financial Plan ● Funding Request Proposal

Practices

A6.3. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

A6.3. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

NVMS is effective in adhering to processes and procedures to ensure protection against mishandling of institutional funds. Procedures are in place for purchase orders, local school purchase orders, and money collection for field trips or school activities. Highly-qualified school personnel - review and approve funding requests and expenditures by administration and account clerk. The School Administrative Services Assistant (SASA) and the account clerk work collaboratively to ensure all rules and regulations are adhered to. The School Community Council is provided access to the Academic and Financial plan to review.

Findings	Supporting Evidence
● Leadership team - Members on the leadership team review AC/FIN annually. ● Procedures are in place for purchase orders, use of local school accounts, money collection for field trips or school activities	● Minutes

Well-Qualified Personnel

A6.4. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, General Learner Outcomes, and identified student learning needs

A6.4. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, General Learner Outcomes, and identified student learning needs.*

NVMS is provided additional positions, three Article 6 and three Special Education, by the District to best support staffing needs. This results in the school having resources to ensure a well-qualified staff for all programs and to determine and fund professional development needs. In the past, several substitutes were in positions which generated concerns from both students and parents and thus resulted in a decline in both Language Arts and Mathematics Standards Based Assessment (SBA) achievement. Results of the 2016-2017 indicated a 2.67% decline in Language Arts and a 7.63% decline in Mathematics which is mainly attributed to the instability of certified faculty. Due to hard to fill vacancies with highly qualified, certified teachers along with teachers taking leave during the school year, additional positions were purchased to ensure students are best supported as well as the school's vision and mission. During the 2017- 2018 school year, SBA results in Language Arts increased by 8.55%. This was partly attributed to filling vacant positions in Special Education with more well-qualified teachers. The Math 2017-2018 SBA results remained fairly stable with a .3% decline despite having one math teacher on leave during the start of the year. Currently the Special Education department has 75% who are certified and highly qualified content special education teachers with 25% well-qualified content certificated teachers.

Staff members, especially in the Special Education department, are continually supported with professional development training and additional resources. The iReady program was purchased in the school year 2017-2018 as an additional resource. Training was provided and continues to support teachers implementing the program as a resource to support the needs of students.

Findings	Supporting Evidence
● Increase of well-qualified staff	● Faculty roster

Instructional Materials and Equipment

A6.5. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A6.5. Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and*

maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.

Resources are funded to best support the needs of students as future-focused learners. Resource allocations are based on the goals of the Academic Plan as well as the State's initiatives. Science, technology, engineering, arts, math (STEAM) and instructional resources to support the IB MYP curriculum are addressed and supported. The school has procedures in place for acquisition, safety and maintenance. Teachers are able to submit funding proposals to support their program needs.

During the past two years, funding supported targeted technology access for all students which resulted in students having a one-to-one device in all classrooms. All teachers are provided a classroom supply allocation of two-hundred dollars at the start of the year. Teachers are able to submit funding proposals throughout the year for additional resources as nearly all funding proposals have been funded. For example, the Science department is transitioning to the Next Generation Science Standards (NGSS) and was funded STEM resources as well as professional development support.

Findings	Supporting Evidence
● Technology resources have been funded to support the needs of students and staff ● Teachers are able to submit funding proposals for resources	● Technology plan and funding ● Funding proposal example

Facilities Conducive to Learning
A6.6. Indicator: The school's facilities are adequate, safe, functional, well-maintained, and support a learning environment conducive to the educational program based on the school's mission and General Learner Outcomes.

A6.6. Prompt: *Determine the extent to which the facilities enable the school to maintain a safe, functional, and well-maintained learning environment conducive to the educational program based on the school's mission and General Learner Outcomes.*

NVMS is effective in maintaining facilities that enable the school to run in a safe and functional way that is conducive to student learning and aligned with the school's vision/mission. The school's safety committee meets weekly with minutes posted for the school and DOE to review. Fire Drills, Evacuation Drills, Lockdown Drills, Shelter-in-Place Drills are conducted on a scheduled basis to ensure staff and student knowledge of procedure during emergency situations.

Four full-time custodians upkeep and maintain the school facilities and campus grounds.

Procedures are in place to inform DOE of maintenance needs to be provided by the state as well as school procedures to request repair, maintenance, or custodial assistance.

A School Quality Survey is administered on an annual basis completed by faculty, parents, and students to assess overall school quality. Results are used for school planning, improvement, and other purposes.

Findings	Supporting Evidence
● Safety Committee -meets weekly and minutes are posted	● Safety Committee minutes
● Fire Drills, Evacuation Drills, Lockdown Drills etc. conducted on a scheduled basis to ensure staff and student knowledge of procedure during emergency situations.	● Emergency Drills
● 4 full time custodians - upkeep and maintain school grounds	● Lotus Notes service request log ● Maximo Requests
● School Quality Survey results are used to improve the safety and maintenance of the school campus	● School Quality Survey results

HIDOE/ACS WASC Category A. Organization:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

Summary (including comments about the identified preliminary student learning needs):

NVMS has a clear vision and mission that is updated regularly and coherent to the IB learner goals and school's demographic. Student learning is at the forefront as learning principles form the basis for decision-making as reflected in the school's Academic Plan. The school is responsive to all State and National standards and ensures the implementation of the IB MYP meets standards of practice. NVMS ensures that each department subject area goals and needs are connected to the academic plan by systematizing funding proposals and professional development requests that are aligned to the school's academic plan.

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- The Academic Plan is closely aligned to the school's mission and vision as well as the State's initiatives
- Number of highly qualified teachers has increased over the years
- There is a system for school departments to fund activities and improve teacher development

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Transparency in relaying school procedures and protocol to all stakeholders at NVMS
- Evaluate effectiveness of resource allocation (i.e. WSF)
- Communication to faculty in financial decisions i.e. PD, funding request etc.
- Deeper understanding of the State directives and Complex directives
- More involvement of the school community in the vision of the school

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Comment on the effective use of curriculum based on current educational research and thinking that supports the academic standards.*

Teachers use current educational research and thinking to support the academic standards. For example, the curriculum is based on IB MYP Objectives and as well as the Hawai`i Content and Performance Standards III (HCPS III), Common Core State Standards, and Next Generation Science Standards (NGSS). Each course uses both local standards and IB objectives to guide the building of units. Grade-level partners collaborate within departments to create IB units aligned with State Standards.

Teachers participate in professional development opportunities regularly to enhance instruction, integrating research-based pedagogical strategies. For example, 10-15 teachers attended the "Applied Learning through Student-Driven Projects & Design Thinking" two day workshop during the summer of 2018. Another group of 6 teachers attended a workshop on Co-Constructing Criteria, Formative Instruction and Standards Based Grading (Planning for a New School Year: Standards Based Instruction, Assessment, and Reporting in Secondary Schools). Currently, starting in October of 2018, a group of 7 self-selected teachers participated in the Solutionary Program training through the Institute for Humane Education. This helps develop curriculum with effective techniques to empower student action aligning to the school's vision and many department and team action plans.

All teachers participated in a professional development training with consultant, Dr. Connie Kamm from Kamm Solutions, during the school years 2016-2017 and 2017-2018 on building a positive school culture. Additionally, teachers from Kaiser High School also participated in the 2017-2018 training. As a result, NVMS teachers used Kamm's Collaborative Inquiry Team (CIT) protocol in developing a modified CIT in revision of the data team process. This year's Collaborative Inquiry Team goals are based on the IB Approaches to Learning, under the Thinking category Goals are set to be Depth of Knowledge 3 (Strategic Thinking) or 4 (Extended Thinking).   For example, one eighth grade team is focusing on drawing reasonable conclusions and generalizations" which is under strategic thinking as "Draw Conclusions" in Webb's matrix. The Physical Education, Social Studies, Math, and Language Arts teacher on that particular team will define what drawing reasonable conclusions and generalizations look like in their own content area. Teachers will then develop curriculum, analyze student work and collect data to see student progress on those goals.

The IB MYP requires one teacher from each subject area to attend professional development training on a five-year cycle. Currently all subject areas have met the minimum requirement. Though the majority of the staff are not trained in the IB MYP, for the 2017-2018 school year, three teachers and the IB coordinator attended an IB training in Orlando, Florida. In January 2019, a group of six teachers along with the principal will attend IB training in L.A. Through this, each department will have at least a representative who has received training within a five year cycle. IB units are all grounded in and support the current state standards and utilize the IB Learner Profile as means to carry out the general learner outcomes (GLOs). Units are all housed electronically in ManageBac, an online learning platform that allows teachers to plan curriculum, assessments, report and document reflections before and after each unit, and standards are aligned and rubrics are available.

Findings	Supporting Evidence
'Standard/Best practices' are shared and used - Teachers adapt strategies that work for their students and their teaching style - CIT meetings are strengthening the conversation about best practices and trying new approaches - Curriculum is based on IB MYP, HCPS III, Common Core, NGSS	- PD Dr. C. Kamm - Whole school CIT initiative to support student learning: CIT documentation - CIT ATL - IB Program Training - IB MYP Subject documents, HCPS III, Common Core, NGSS

General Learning Outcomes and Academic Standards Addressed

B1.2. Indicator: The school consistently addresses the General Learner Outcomes and academic standards at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.

B1.2. Prompt: *Evaluate to what extent the General Learner Outcomes and academic standards are consistently addressed at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.*

Grade six students entering NVMS are knowledgeable with both General Learner Outcomes (GLOs) and the IB learner profile. The IB learner profile consists of ten learner traits that embody and further define the GLOs. At NVMS the IB learner profile is further emphasized and developed in order to be practiced internally by all students in order for them to be successful high school graduates.

IB Objectives and academic standards are consistently addressed at each grade level and subject in several different ways. First, an IB course outline is generated by all teachers and communicated to students and parents. Second, all content areas enhance General Learner Outcomes by using common language and meanings of the IB learner profile traits to focus on and educate the whole child. Third, all students including Individuals with Disabilities Education Act (IDEA), English Learners (EL) have access to the full curriculum. Fourth, IB learner profile traits are reinforced in non-evaluative Advisory lessons, Niu News broadcasts, and awards given at Grade Level Assemblies.

General Learner Outcomes and IB learner profile traits are evident around campus: on posters, and student IDs and planners; reinforced on Niu News; and integrated within the written and delivered curriculum. Staff and students are reminded through these multiple prompts daily to embody these holistic expectations.

Under the DOE's framework Nā Hopena Aʻo (HĀ) , NVMS continues to further align the GLOs and IB learner profile which are embedded in the curriculum.

Findings	Supporting Evidence
● Utilizing the IB Learner Profile takes the General Learner Outcomes further	● IB Learner Profile, GLOs, HĀ
● Advisory lessons, Niu News and quarterly awards reinforce IB Learner Profile traits	● Advisory Pacing Guide ● Niu News broadcasts ● Quarterly Awards ● Student IDs, student planner, classroom posters
● All students have access to academic standards and are communicated by specific IB course outlines	● IB Course outlines ● Subject curriculum binders

Congruence with General Learner Outcomes and Academic Standards

B1.3. Indicator: The curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation.

B1.3. Prompt: *Evaluate the degree to which the curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment*

of students' progress toward graduation

The curriculum aligns with and are driven by the IB subject objectives, Common Core State Standards, Hawaii Content & Performance Standards, and Next Generation Science Standards. Specific learner profile traits are addressed in units which contribute to academic success for all students.

Each subject group addresses four required standardized IB objectives in which content standards are aligned. The IB objectives form the criteria for assessment. There is consistency within and across each subject grade level.

At NVMS, all students are required to successfully complete the IB course requirements that include Language and Literature/English Language Arts, Individuals and Societies/Social Studies, Mathematics, Sciences/Design, Physical Education, Language Acquisition/World Languages, and the Arts/Performing and Visual (music, art or media). These requirements support students to be college and career ready.

In addition, NVMS offers high school credit-bearing courses such as Algebra I, Geometry, and online Chinese and Japanese languages. These course offerings support and enable students to pursue more advanced courses when entering high school.

Rubrics reflect both standards and task-specific expectations. The subject group objectives correspond to equally weighted assessment criteria. Rubrics include IB criteria strands. In addition, language from the CCSS, HCPS, and NGSS are also included in rubrics when 1) the IB Criteria alone do not address the other standards and 2) language from these other standards is appropriate for the Task Specific expectations column. In an effort to concisely state expectations, these other standards are embedded in the curriculum and rubrics. This eliminates the need to present multiple sets of standards to students.

To improve, NVMS needs to clarify for teachers how rubrics should be created, shared, streamlined, and used. NVMS should share and align rubrics between grade levels, and co-create criteria with students for important tasks to generate student buy-in.

School wide- and team-developed advisory lessons address IB Learner Profile attributes.

Findings	Supporting Evidence
- Curriculum is the IB MYP course objectives and Common Core, Hawaii Content and Performance Standards and NGSS. - All units address the IB learner profile trait(s) which also represent the GLOs - Assessment includes standardized IB rubrics based on course objectives.	- IB subject guides - IB Course Outline (sample) - Subject curriculum binders - Course registration manual

Curriculum Planning Process

B1.4. Indicator: The school's curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learning needs are met through a challenging, coherent and relevant curriculum that includes mapping/pacing in all content areas.

B1.4. Prompt: *Evaluate the effectiveness of the curriculum review, evaluation, and planning processes that ensure student learning needs are met through a challenging, coherent, and relevant curriculum that includes mapping/pacing in all content areas.*

NVMS implements curricula that are relevant to the standards of IB. Units are reviewed and self evaluated on a regular basis. Starting in the 2017-2018 school year, the use of the newly developed IB Building Quality Curriculum (BQC) checklist and rubric was implemented to include peer review and to vertically align for consistency and rigor from grades 6-8. Selected units were submitted to the IB organization for IB formal review and feedback. Responses were received in January 2018 and teachers used the feedback to further refine units. This practice will be continued.

The school uses ManageBac, an online curriculum mapping platform, in which teachers document and revise curriculum. The unit planning includes forms of assessment both formative and summative, instructional skills and strategies, and documented teacher reflections before, during, and after each unit. Each subject provides a subject overview that includes information on the various units of study and standards addressed.

Most teachers have common planning time to collaborate with their content grade level partner, department, and grade-level teams to plan relevant curriculum within and across all content areas. Planning time is provided through scheduled department meetings, curriculum planning meetings, team planning meetings, and optional teacher preparation time.

NVMS continues collaborative articulation sessions with Kaiser High School's IB MYP years 4 and 5 subject teachers. This process-- while still a work in progress and at times inconsistent--aimd to ensure scaffolding and consistency within each subject group in providing a rigorous and relevant curriculum. NVMS recognizes the need for strengthened vertical alignment between the two campuses.

The school offers Learning Lab to students to provide them with additional support and further accommodate their needs in terms of access to core class curriculum. The program replaces their current elective and the time in class is distributed to allow them to practice their skills on an online platform and demonstrate those skills in their current course work. The goal of this program is to assist students in developing stronger basic skills by providing a smaller environment where a greater degree of support and interventions can be given. The goal is to support students who struggle in their current core class curriculum.

Findings	Supporting Evidence
● Relevant: IB curriculum ● BQCs is clear and helpful to evaluate curriculum	● BQC in subject curriculum binders

	IB Units found in subject curriculum binders
	● Meeting schedule
	● Joint NVMS/KHS IB collaboration session agendas

● Common planning time to collaborate is helpful

Student Work – Classroom Learning Targets

B1.5. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

B1.5. Prompt: *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.*

NVMS examines student work samples through department curriculum alignment, Collaborative Inquiry Teams (CIT), and joint NMVS/KHS MYP collaboration sessions. Teachers bring to CIT sessions and other meetings student work based on an identified standard to examine and to inform curricular decisions. The Language and Literature/English Language Arts department analyzed argument writing within grades 6-8 as well as aligned argument writing with grades 9 and 10. The Individuals and Societies/Social Studies department scaffolded document-based evidence writing with counterparts at Kaiser High School. Mathematics focused on real-world application through their problem solving activities. The Science department analyzed conclusion writing from student lab reports. The PE department analyzes student work to review implementation of the Fitness Gram. Formal walkthroughs are conducted to observe student engagement and demonstration of the learner profile. Teachers may request feedback documented from the walkthrough. In addition, student engagement is observed through peer observations (Pineapple Board invitation, Dept Learning Walks)

Student work is also showcased in various ways, including at community locations (Art: retail shop/library, music: performances), student competitions (media and visual), and on campus (2017-18 Geometry class' Problem Bank building solutions for problems on campus; at the NVMS Annual Arts Faire; and in the classroom).

Findings	Supporting Evidence
● NVMS faculty engages in Collaborative Inquiry Teams (CIT)	● Subject curriculum binders

- Teachers engage in collaborative examination of student work.
- Showcase student work in community locations

- Student contests, exhibitions, and performances
- CIT documentation form
- Formal classroom walkthrough protocol
- Pineapple Board
- Learning Walk (math department's innovators log)

Accessibility of All Students to a Variety of Programs

B1.6. Indicator: A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

B1.6. Prompt: *Evaluate students' access to a relevant and coherent curriculum that addresses their needs and support in making appropriate choices in order to pursue a full range of college/career and/or educational options.*

NVMS builds relevant, coherent curriculum through IB units. Each unit is designed to be applicable to the real world through both inquiry and standards based learning. Each unit is relevant to the real world and is rigorous.

Students select their elective choice from an array of options. Performing arts include choices from beginning band, intermediate band, orchestra, percussion, or Polynesian music. The Visual arts options are art (drawing, painting, ceramic, photography), media and yearbook. World language choices include Japanese or Mandarin Chinese languages. Students may also select Leadership as their elective choice.

NVMS creates curriculum that builds skills, and provides opportunities and drive to apply learning far beyond the classroom and middle school years. The school provides a variety of experiences for students to be exposed to career paths and passions that they may be interested in pursuing as college/career/education options. During Advisory, students participate in personality, learning style, and career assessments that provide them with a heightened awareness of their strengths, challenges, interests, and potential career paths. In addition to those personalized lessons, NVMS hosts an annual Career Day in which community leaders, from a variety of fields and expertise, volunteer their time to educate, connect with and inspire students about their fields. Career Day participants represent a range of fields including Public Safety, Engineering, Graphic Design, Fashion, Technology, Health, Cooking, Environment, Law, Business, Music, etc. Students select three sessions to attend.

The inclusion of Passion Projects enables students to individualize their learning. Although this is through advisory time, students have the opportunity to determine and explore a passion to

learn more about, to create and engage in a project that matters to them, and then present their learning experience to their classmates. This unique opportunity highlights student voice and implements the reputable genius hour strategy. It also leads students through a similar, yet simplified process that they will engage in for their MYP Year 5 Personal Project.

Students in 8th grade are provided access to advanced courses such as Chinese, Japanese, and Geometry, which provide them with the option to earn high school credits. In addition to implementing IB MYP course requirement, providing these additional opportunities is unique to NVMS.

Findings	Supporting Evidence
- IB Units are real-world applicable and standards based - Elective choices - Career cluster surveys to think about high school course options - Career Day - bring in the community members to have students explore their passions - Counselors come into classes to administer an interest survey - Passion Projects - Opportunity to gain high school credits - World Language - Math	- Subject curriculum binders - Advisory career cluster survey and worksheet - Career Day Information - Passion Project Examples - Course registration manual

Integration Among Disciplines

B1.7. Indicator: There is curriculum integration among disciplines at the school.

B1.7. Prompt: *Evaluate to what extent there is curriculum integration among disciplines.*

Curriculum integration among disciplines is demonstrated and implemented through some grade level subject groups. The 6th grade curriculum includes interdisciplinary units, Global Village and Challenger. Through Global Village, students learn about global issues, problems and possible solutions. Students apply content learning in a culminating Global Village Market Day event where students determine, design and create a product to sell and donate proceeds to a non-profit organization of the students' choice. Students also participate in the Challenger Learning Center experience. Emphasis on learner traits, specifically the GLOs, is a primary focus for success. Students apply science, math, and language arts skills in the various Challenger activities.

Some interdisciplinary practices are incorporated and implemented in the instruction of IB Design units. The 6th grade Math and Science subjects utilize the Design unit for Global Village. For 7th Grade, Design in Science and Team C utilizes the *māla* (Native Hawaiian garden) project to work towards an interdisciplinary unit. NVMS continues to seek ways to integrate learning across the curriculum with emphasis on creating relevant interdisciplinary units. More work is needed to further strengthen the IB Design course.

Curriculum is shared among disciplines through CIT grouped by grade level team instead of subject department that work together in setting common goals in reviewing applicable student work that demonstrates a specific skill (ex. constructing explanations from evidence). Collaboration through CIT resulted in more opportunities to integrate curriculum. For example a 6th grade CIT adopted the math teacher's Happiness problem solving activity which resulted in the language arts and social studies teachers integrating the math idea to teach intrinsic/extrinsic happiness and Hinduism lessons.

Findings	Supporting Evidence
- Interdisciplinary units across grade levels - Design units across grade levels	- CIT meeting minutes - Grade Level/Team/ Department/Complex Meetings - Service Learning *māla* - Challenger - Global Village - Interdisciplinary Units

Real World Applications – Curriculum

B1.8. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

B1.8. Prompt: *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

NVMS students have access to real-world applications through interdisciplinary courses and project-based learning units. Further opportunities are provided through service in action as reflected by the school's vision. The 7th grade, Team C, demonstrate IB traits such as caring citizens and open-mindedness towards their community in their service project, tending to the school garden or *māla*. All disciplines are able to design curriculum that incorporates the school's vision of citizenship to make the world better.

NVMS provides students with the opportunity to extend their learning and personal Passion projects to make a positive difference in the world around them. This can be ongoing as students may continue their action plan to continue beyond the classroom walls. For example, a 7th grader's passion for farming led to him volunteering at the University of Hawai'i's Ka Papa Lo'i O Kanewai (maintaining a taro patch). A group of students held a bake sale during the summer of 2018 and donated proceeds to the Young Women's Christian Association. The idea behind this project stemmed from a language arts unit, "Called to Action." Several Grade 8 students extend science projects in anticipation to make a positive impact in their community. Students can use these experiences as a foundation for their MYP Year 5 Personal Project.

Findings	Supporting Evidence
• Service in action component in Units • Genius Hour/Passion Project	• Subject curriculum binders • Advisory Lessons (Genius Hour/Passion Project pacing guide)

Articulation and Follow-up Studies (especially for high schools)

B1.9. Indicator: The school articulates regularly with other schools within the complex and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program

B1.9. Prompt: *Share examples of articulation with other schools within the complex and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

NVMS holds regular articulation meetings with other elementary and high schools in the complex. For elementary schools, the NVMS sixth grade ELA and Math department teachers meet annually with feeder elementary schools.This collaboration with feeder school is in its initial phase. All NVMS teachers participate in joint IB meetings with Kaiser High School at least twice a year. The NVMS and KHS leads create a shared agenda, expectations and long-term targets. Sessions focused on alignment of curriculum, scaffolded instruction and assessment with the examination of student work. Further collaboration included participation in the IB Self-study program assessment whereby teachers rated progress of the MYP implementation across both campuses.

Transition activities are provided for all incoming and outgoing students. Administrators, instructional coaches and counselors articulate during complex meetings to provide transition activities such as school visitations, informational sessions for students and parents, and other varied individual counseling for student support and success.

Findings	Supporting Evidence
• Articulation between 5th and 6th grade teachers: Math and ELA • Professional collaboration (PC) meetings with Kaiser High School's MYP faculty • Variety of transition activities	• KHS Joint Meeting • Elementary school articulation meeting minutes • Complex transition flyers and invitations

HIDOE/ACS WASC Category B. Standards-based Student Learning:
Curriculum:
Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

Summary (including comments about the identified preliminary student learning needs):

NVMS provides a comprehensive curriculum to support student success. The school's rigorous and relevant curriculum is reflective of the IB MYP and grounded in current professional research. The curriculum also embeds the State's content standards and includes advanced courses for student choice.

Articulation between teams and departments continues to provide focus and cohesion. The Data team process was revised to the current CIT in order to empower teachers to share curriculum, share practices, and examine student work. Teachers collaboratively focus on curriculum in order to support student achievement.

NVMS's success is also attributed to the collaborative articulation efforts with both elementary feeder schools and the high school. Ten years ago, NVMS was first to initiate the IB for the Kaiser complex. The school's strength in unifying the complex schools for a common goal speaks to the success of the IB program. Being a middle school, NVMS considers itself the bridge between the complex schools. All teachers are held accountable in collaboratively designing and implementing curriculum which in turn encourages students to be passionate learners to make the world a better place.

Prioritize the strengths and areas of growth for Category B.

Category B: Curriculum: Areas of Strength
- Standardized and articulated curriculum
- IB MYP curriculum is inclusive of real-world application and global mindedness
- GLOs are seamlessly integrated with the focus on the IB learner profile
- Student choice and voice are purposeful and integrated in the curriculum
- Regular curriculum review through BQC process, department and team articulation
- Passion Projects and Genius Time are provided for students
- Variety of transition activities for all students

Category B: Curriculum: Areas of Growth
- Extend articulation with feeder elementary schools for all subjects
- Establish protocol and facilitative training for curriculum articulation leads
- Seek more opportunities for curriculum integration, including professional development training

- Continue to refine both CIT and BQC processes through formative feedback and for continued success
- Re-evaluate the expectations and implementation of the Design Cycle

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion– Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the General Learner Outcomes.

Differentiation of Instruction

C1.1. Indicator: The school's instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment. This includes the use of inclusive practices and multi-tiered supports for students that need diverse instructional methods, including special education and English learners.

C1.1. Prompt: *How effectively do instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment? To what extent is there use of inclusive and multi-tiered supports for students that need diverse instructional methods, including special education and English learners?*

NVMS teachers adapt instruction to meet student needs by employing differentiated instructional strategies. Students are encouraged to demonstrate their learning in different ways, depending on their individual strengths and challenges. While these practices exist in many classrooms to varying degrees, it is important for NVMS' teachers to expand intentional differentiated instructional practices for targeted students in order to meet a wider range of student needs while maintaining equity and access for all.

In addition, the school provides comprehensive levels of inclusive and multi-tiered support to all students. Students who are identified as English Learners are provided with inclusive support in subject content class as needed.   Student needs are also addressed during an after-school program with teacher and teacher assistants. In addition, students with NEP (Non-English Proficiency level) and LEP (Limited English Proficiency level) enroll in ELD class with the implementation of SIOP instructional strategy and Multiliteracies Pedagogy Framework.

Students who have been found eligible for Special Education receive support in a variety of settings that are determined by student needs as agreed upon during IEP meetings. During IEP meetings, teams identify students' Least Restrictive Environments, so students' participation in the general education setting can be maximized. In general, most Special Education students participate in elective and advisory classes in the general education setting.

Findings	Supporting Evidence
The majority of instructional staff members at NVMS adapt instruction to meet individual student needs effectively. ● Based on the School Wide Middle Level Education Survey that was conducted in School Year 2017-2018, 89% of students and 100% of teachers indicated that multiple learning and teaching approaches such as differentiation, utilization of technology tools, and	● MLE survey ● RTI ● Kaiser Complex Principals' Walkthrough

other instructional approaches are implemented in the
classrooms to accommodate the diverse skills,
abilities, and prior knowledge, and needs.

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Comment on the extent to which students know the learning targets for each area of study so that they know beforehand the standards/expected performance levels and what they need to do to meet these.*

All students are given learning targets for each content area. Teachers provide these targets by introducing standards, subject criteria, and objectives in course syllabus; specifying standards during class, creating success criteria, and identifying objectives in each subject IB unit; providing visuals of the standards and objectives; and informing students of the expectations and the learning targets prior to implementation of each unit. The majority of students are able to articulate their learning targets and standards.

Findings	Supporting Evidence
Based on the Teacher's Survey in SY 2017-2018 ● Of the 38 teachers who participated in the survey, 33 teachers responded that the majority of the students understand the learning targets for the content areas. ● 5 teachers who participated in the survey responded that the students may have some or little understanding of learning targets for each content area.	● Teacher's Survey ● IB unit binders ● Teacher's Syllabus

Students' Feedback

C1.3. Indicator: The school's instructional staff members use students' feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: *Evaluate the effectiveness of the use of students' feedback to adjust instruction and learning experiences.*

All teachers strive to use multiple ways to gather and reflect on student feedback and concerns. One example is the use of Google Classroom wherein students can write their comments and questions. Also, among others is the use of padlet and flipgrid. In class, students are given the opportunity to share their thoughts and ideas through group work, reporting and critiquing, and dyadic exchange among others. Some teachers also involve their students in thinking metacognitively by using surveys to identify effective instructional strategies, which in turn

provides the teacher with information on how to improve the delivery of instruction and content. Majority of the teachers are proficient in using students' feedback to adjust instruction and learning experiences in the classroom.

Findings	Supporting Evidence
- NVMS teachers use multiple ways to gather and use students' feedback. - Some NVMS teachers also engage their students in thinking metacognitively by using surveys.	- IB unit- Reflection section (during and post) - Teacher's survey (sample) on the use of instructional strategy/strategies in class (exit passes) - Indicator #1,#7 (3/29 KC principals' walk through data) - WASC Self-Study Report Survey (Category C)

C2. Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

The majority of teachers at NVMS are current in their instructional content and effective in their use of multimedia technology in their curriculum. In a self study survey 94% of teachers indicated that they are using research based instructional methods and integrating technology in their curriculum. School wide initiatives like the use of the Google Suite for Education ensures that teachers use a variety of methods to engage students in learning. Professional development opportunities have supported teachers in their integration of other forms of technology. During department, team, grade level and faculty meetings, time has been set aside to allow teachers to share best practices in the classroom and the various tools they have been using to engage students and develop higher order of thinking. In the MLE survey given to students, the majority have indicated that learning in the classroom has been purposeful and engaging, showing that teachers are effectively using a variety of mediums in their instruction.

Findings	Supporting Evidence

● The majority of teachers at NVMS are current in their instructional content.
● The majority of teachers at NVMS use multimedia and other technology to deliver curriculum.
	● MLE survey (curriculum, instruction and assessment section)
	  ○ Question 3
	  ○ Question 9
	● IB units (Teaching and content section)
	● 3/29 KC principals' walk through data based on 28 classrooms that were visited during period 4 and 5.
	● Teacher Survey
	● Indicator #5 (3/29 KC principals' walk through data)

Teachers as Facilitators of Learning

C.2.2. Indicator: Teachers are facilitators in a student-centered classroom.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

Teachers create a student centered class, where students can generate questions about problems to resolve. Students work in a safe environment, where multiple opinions may be expressed to get a deeper understanding of the issue. Students are able to express themselves through self reflection and group and/or class discussions. 96% of teachers foster a student-centered classroom environment based on the WASC self-study report survey.

Teachers facilitate a wide range of student-centered learning opportunities. Based on the School Wide Middle-Level Education Survey that was conducted in School Year 2017-2018, close to 90% of the students believe that they are engaged in active and purposeful learning. During the Kaiser Complex principal walkthrough, the majority of the principals observed student-centered instruction in the classrooms that they visited.

Findings	Supporting Evidence
● 96% of teachers surveyed foster a student-centered classroom environment ● 90% of students surveyed believe they are engaged in active and purposeful learning	● MLE survey (curriculum, instruction and assessment section)

- Organizational structures foster purposeful learning and meaningful relationships.

- 3/29 KC principals' walk through data based on 28 classrooms that were visited during period 4 and 5.
- Indicator#3 (3/29 KC principals' walk through data)
- Indicator #4 (3/29 KC principals' walk through data)
- WASC Self Study Teacher Survey (Question #7, #8)
- MLE Survey (Question #2)
- KC Principals Walkthrough Survey (Questions #3, #4)

Variety of Learning Approaches

C2.3. Indicator: Teachers ensure that students are involved in learning through a variety of processes and activities that support the different learning styles of students.

C2.3. Prompt: *Evaluate the degree to which teachers ensure that students are involved in processes and activities that support the different learning styles of students.*

NVMS teachers use a variety of activities to support learning styles of students in the classroom. Multiple groups who have done classroom walkthroughs have observed active collaboration, reflective thinking, and ownership of learning in the classroom (3/29/18 Kaiser Complex Principals' Walkthrough, Kaiser Complex Coaches, District and State resource teachers). Additional evidence indicates that students are engaged in active, purposeful learning, where students can generate questions about problems to resolve.

Both students and teachers indicate that instruction in the classroom addresses the diverse skills, abilities, prior knowledge of students, their multiple intelligences, draw upon students' individual learning styles, and utilize technology in the classroom and the ILC to support student learning.

Findings	Supporting Evidence
- School environment is inviting, safe, inclusive, and supportive of all. - Comprehensive guidance and support services meet the needs of young adolescents.	- IB units (Teaching and learning, methodology section) - MLE survey (curriculum, instruction and assessment section- Question 4 teachers use multiple Learning Approaches**)** - Pineapple Board - CIT padlet discussion (03/28/2018) - CIT padlet discussion (04/25/2018) 3/29/18 Complex principals' walk through data (Indicator #3 and 4)

Integration of Technology

C2.4. Indicator: Teachers facilitate students' effective use of technology tools to support and enhance their learning

C2.4. Prompt: *Evaluate the extent to which students effectively use technology tools to assist them in achieving the academic standards and the General Learner Outcomes.*

All classes have a computer/tablet cart for students to have access for assignment, surveys, projects, and assessments. Each student understands and exhibits effective use of technology and is required to sign and understand a procedural agreement.

The complex elementary feeder schools teach students to be self directed learners and ethical users of technology (GLOs). NVMS further supports this behavioral trait through the IB Learner Profile. As the students' use of technology continues to expand, there is a need for the school to keep pace with 21st century technology tools so students can thoroughly engage in the classroom to demonstrate their learning.

NVMS uses a variety of technology tools to support students' achievement of academic standards. Teachers use Google Suite for Education in different forms to deliver instruction,

assignments, and assessments. Teachers also use technology to further their own professional development. Programs and applications like Padlet, Answer Garden, and other Google Suite shared documents have been used during training and professional development opportunities to help teachers communicate and collaborate.

Students use Google Suite for Education as a communication tool with teachers and classmates for assignments. Examples of how technology is used to reach academic standards include research, discussions, receiving and giving feedback for projects, video lessons, etc. To complete their Passion Project, students find a topic that they are passionate about and research and create a presentation about that passion. They present this project during bi-annual Student Led Conferences. ePortfolios are used currently in the 6th and 7th grade levels as a means to show evidence of learning and are also shared during Student Led Conferences. The school is in the process of transitioning from physical binders to electronic portfolios.

The school's library has transformed into a center for technological innovation. Students have access to computers to complete assignments, projects, assessments or do research during non-structured class time (i.e. recess). Teachers are able to bring students to the Innovation Learning Center (ILC) for class lessons. The furniture in the ILC is mobile which allows for more flexible seating arrangements. Some of the tables are made so students can use dry erase markers to write on the tables. Students are also able to access 3D printers in order to create models for class projects.

Findings	Supporting Evidence
- Teachers participated in Innov8 - eight minutes of innovation at the beginning of faculty meetings when various technology products were shared - All classrooms have mobile computer carts - Students and teachers use Google Suites to enhance student learning - Most students use technology appropriately - Library transformation to ILC	- Innov8 Sample - MLE survey #4 3/29/18 Kaiser Complex Principals' walkthrough data (Indicators #5 and 6) - CIT Padlet discussion (3/28/2018) - CIT Padlet discussion (4/25/2018) - Passion Project samples - Use of Google Suite products - Use of the ILC

Creative and Critical Thinking, Problem Solving, and Application

C2.5. Indicator: Teachers involve students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills.

C2.5. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities for expressing their opinions, perspectives, and explore their curiosity to demonstration thinking, problem solving, and application of the knowledge and skills.*

The school offers opportunities for students to express and demonstrate critical thinking through the IB program. It is an expectation for all subjects as well as an Approaches to Learning (ATL) skill. This evidence is supported in the MLE survey (#2, 3, and 4) taken by both teachers and students. A majority of the responses indicate a high level of engagement, meaningful, and challenging curriculum. We can infer that Critical Thinking has been intertwined within the lessons.

Teachers create a student centered class, where students can generate questions about problems to resolve. At the opening of every unit, teachers present and post a Statement of Inquiry that students can discuss and refer back to throughout the unit. During units, Factual, Conceptual, and Debatable Questions are also posed to students in order to stimulate discussion.

Students work in a safe environment, where multiple opinions may be expressed to get deeper understandings of the issue. Students are able to express themselves through reflective writing and group or class discussions.

Students also have the opportunity to apply the knowledge and skill with their Passion Project. The topic selected is driven by their passion. Their research ties into the school's academic plan of Student Success (Goal #1). Students explore their curiosity and identify ways to take action and extend their project within or outside of the school community.

The Approaches to Learning component of the IB program promotes metacognition within students. By developing ATL skills, students are encouraged to think about their learning - they "learn how to learn". Students and teachers use a common language to reflect on the learning process. This approach to learning empowers students to make connections and generalize their understanding of the content.

Findings	Supporting Evidence
- Teachers utilize Statements of Inquiry and Factual, Conceptual, and Debatable Questions during units of study - Students demonstrate problem solving and application of knowledge through their Passion Project - Teachers identify and select the most relevant ATL skills when planning units - Students are provided with multiple opportunities to demonstrate and apply critical thinking and problem solving skills while expanding upon their learning in a real world context	- Passion Personal project - MLE - Question 2, 3, 4 3/29/18 Kaiser Complex Principals' walkthrough data (Indicators #1 and 7) - ATL documentation

Real World Experiences

C2.6. Indicator: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. *(For elementary schools: Age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

C2.6. Prompt: *Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. (For elementary schools: Evaluate the degree to which age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning and, community projects are available to all students.)*

At NVMS, there are a variety of real world experiences that are available to students. On the Middle Level Education Survey, the majority of students indicate that their learning experiences are active, meaningful, purposeful, and challenging.

One of the four IB math objectives requires that math teachers identify real world applications for the math they are teaching. They then create tasks that students engage in.

6th graders engage in an interdisciplinary Global Village unit in which they learn about different perspectives, cultures, and humanitarian needs that exist throughout the world. The unit culminates in a service project that generates funds that are donated to a relevant non profit organization.

7th and 8th grade science students participate in the NVest program, which connects their learning to community service projects both within and outside of the school. 7th graders promote the ideas of empathy and care by building a Mala (garden) on campus. 8th graders identify a science related community issue (usually environmental) that they address in the community with a service project.

Students in the Fully Self Contained (FSC) program in special education focuses their curriculum on Community Based Instruction(CBI), which involves going out into the community twice a week to understand functional life skills in a real-world setting.

Individual students may also take their Passion Projects beyond their classroom walls by organizing activities and events related to the topics they have researched (ex. book drive, charitable fundraisers, etc.)

While there are a variety of learning opportunities to go beyond the classroom, teachers report a desire to expand upon service-in-action opportunities that exist.

Findings	Supporting Evidence
- In math, the curriculum requires the identification and implementation of real world applications of learning 6th graders extend their learning beyond the classroom though the interdisciplinary Global Village unit 7th and 8th grade science students connect learning within and outside of the school community with the NVest program - Individual students organize service projects related to their Passion Projects - Teachers have a desire to expand upon service-in-action opportunities that exist in the school	- MLE Survey questions 2, 3, 4 3/29/18 Kaiser Complex Principals' walkthrough data (Indicator 2) - Department Action Plans - Grade 6: - Challenger Center Hawaii Field Trip - Global Village Service Project - Grade 7: - Honolulu District Science & Engineering Fair - Mala Project - Kualoa Ranch (Moli'i Fish Pond) Field Trip - Malama Maunalua Field Trip - Grade 8: - Science Fair - NVEST - Art for the Heart Citizenship Project - Arizona Memorial Field Trip - Extracurricular: - LEGO League Robotics - VEX Robotics - Student Council: - Aloha Aina Recycling Drive - Connect and Respect Week

- Music Department:
  - Community Performances

- Math Department:
  - Math Counts

- Science Department:
  - STEM Club (Science Olympiad)

- NVMS Cultural Exchange Program
  - Japan, South Korea

HIDOE/ACS WASC Category C. Standards-based Student Learning: Instruction
Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

Summary (including comments about the identified preliminary student learning needs):

Since critical thinking was identified as an area of need as part of the school's IB self study, the rigor of the academic program became a priority. Teachers collaborated and designed units that were submitted in 2017-2018 to the IB organization for review and feedback. The feedback allowed teachers to understand which units needed refinement, and improvements were made to their lessons, rubrics, and assessments.

The Approaches to Learning component of the IB program promotes metacognition within students - students "learn how to learn". This approach to learning focuses on thinking, self management, communication, and collaboration, which empowers students to make connections and generalize their understanding of the content.

The continuation of teacher collaboration through the CIT process (sharing of lessons and students' work) and Pineapple Board Postings (peer observation) will help to vertically calibrate the rigor of student learning.

Prioritize the strengths and areas of growth for Category C.

Category C: Instruction: Areas of Strength

- English Learners and Special Education students are provided with inclusive support as much as possible.
- The majority of teachers identify learning targets in all subject areas.
- All teacher utilize multiple methods to gather and use students' feedback
- Use of technology in the classroom and ILC to support student learning and engagement
- Majority of students and teachers report that classrooms are student centered. Most students believe that they are engaged in active and purposeful learning
- All student have access to technology as a tool for learning
- Students are provided with multiple opportunities to demonstrate and apply critical thinking and problem solving skills while expanding upon their learning in a real world context
- NVMS offers a variety of real world experiences that allow students to apply their learning within the community.

Category C: Instruction: Areas of Growth

- Teachers are working to expand differentiated instructional practices for targeted students in order to meet a wider range of student needs
- Teachers have a desire to expand upon service-in-action opportunities and exist in the school

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.*

Response:

NVMS evaluates the assessment processes to collect, disaggregate, analyze, and report/state/complex/school performance data to all stakeholders. Tested subject area departments share SBA data with team colleagues as needed or requested to address struggling students. In addition to SBA data, STAR assessment data for reading and math and EL WIDA data are available to inform instruction.

Currently, plans are being made to further analyze data to work with smaller chunks at a time to address student needs. These plans are being introduced to the leadership team in order to collaboratively develop implementation action plans that are intentional, purposeful and targeted.

Recently additional school-wide data that documents the outcomes of the school's academic plan was shared and reviewed with the Leadership/Academic Review Team. This documentation prompted the need for a systemic and more formative assessment process.

Finding	Supporting Evidence
● Various achievement data	● Student work of summative assessments ● Curriculum binders ● Counselors have electronic files of quarterly progress reports from past years. ● Assessment Policy ● Unpacking for Success Template

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

NVMS evaluates the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined. All grade levels utilize formative assessments as a gauge or temperature check on student progress and final quarter grade. Formative work is used to monitor student understanding of key concepts as well as their learning progress. Summative tasks, including projects, are assessed with scores (0-8) and need to be completed as the scores are used to determine the quarter grade. IB scores are then assigned a letter grade according to the requirements of the State of Hawaii Department of Education policy, which is reported out to students through a DOE report card. As teachers determine the quarter grade based on the following factors - rigor of the criterions being assessed, which specific criterions are being assessed, formative assessments, time frame of assessments, demonstration of consistency in meeting the criterion, and overall knowledge towards the learning target.

Findings	Supporting Evidence
● Summative assessments are scored with the IB criteria rubrics (0-8) in all IB course subjects ● A Kaiser Complex IBMYP Assessment Policy is place for all MYP faculty	● Subject Curriculum Binders ● IB MYP Course outlines ● Course Syllabi ● Assessment Policy

Modifications Based on Assessment Results

D1.3. Indicator: The school leadership/Academic Review Team/Data Teams use assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

D1.3. Prompt: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

NVMS uses assessment results to modify programs and processes, professional development and resource allocations to demonstrate a results-driven continuous process. For example, the school allocates funding for all content areas staff to submit a professional development proposal for concentrated curriculum development time to develop and modify content assessments. During this school year and over last summer, NVMS science department invited District Science personnel to develop their understanding of NGSS and to incorporate it into the curriculum. The ELA Department are using STAR data and SBA data to identify and better support struggling students.

Also NVMS implemented the CIT data team process to provide a focus on thinking skills, using pre and post assessments in all content areas to support student achievement. Overall, NVMS has shown a commitment to using assessment results effectively by developing staff's knowledge of multiple assessments and allowing continual evaluation, development, and modification of assessment practices in the CIT.

Findings	Supporting Evidence
● CIT groups selected a focus on thinking skills to support student achievement	● CIT school wide initiative based in departments or teams
● Professional development funding is provided to teachers to work on unit planning and common assessments	● Professional Development funding proposal- Science NGSS training presentation

Monitoring of Student Growth

D1.4. Indicator: The school has an effective system (e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RTI), etc.) to monitor all students' progress toward meeting the academic standards and General Learner Outcomes and provides appropriate interventions.

D1.4. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes and to provide appropriate interventions.*

NVMS has an effective system (e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RTI), etc.) to monitor all students' progress toward meeting the academic standards. Formative assessments are utilized as a gauge or temperature check on student progress towards proficiency and mastery of academic standards. Teachers provide mid-quarter progress reports for students that they are concerned may not succeed in order to keep both student and parents informed and to promote collaborative support of helpful behavior and academic intervention from parents/guardians.

All teams have regularly scheduled Kid Talk time with their respective grade level counselor for teachers to voice concerns and for particular students, and to collaboratively provide interventions for support. When possible, the grade level vice principal also attends the Kid talk meetings.

Student-led conferences are held twice a year for students to share their progress and goal setting for success. Parents or designated adult participate in the student-led conferences. Students share their learning progress and collaboratively determine steps for continued success. In this process, students share their learning portfolio (electronic or hard copy binder) as the IB learner profile traits are addressed.

To improve, NVMS needs to implement an effective system to monitor students' progress toward meeting the General Learner Outcomes and needs to provide appropriate interventions to support students and monitor students' progress in these areas.

Findings	Supporting Evidence
● NVMS has consistent systems in lace for monitoring and assessing student growth	● Quarterly Progress Reports ● Kid Talk
● Students and parents participate in two student-led conferences throughout the school year	● ePortfolio and Student-Led-Conference student work binders

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Appropriate Assessments

D2.1. Indicator: Teachers use a variety of appropriate formative and summative assessments to measure student progress toward acquiring academic standards and the General Learner Outcomes.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness, and the frequency of the use of formative and summative assessments to determine student achievement.*

NVMS Teachers use a variety of appropriate formative and summative assessments to measure student progress toward acquiring academic standards and determining student achievement. Formative assessments are used to monitor student understanding and progress toward the standards. All formative and summative assessments are anchored in national or state learning objectives. Both summative and formative scores and marks are determined by attainment of the IB MYP course criteria or objectives. Each International Baccalaureate criterion and strands is assessed a minimum of twice each year. Unlike the elementary feeder schools, NVMS does not assign an academic score to the General Learner Outcomes on the State report card.

Findings	Supporting Evidence
● Proficiency on state and national assessments demonstrate the effectiveness and appropriateness of formative and summative learning.	● SBA ELA SY '17-18: ○ Grade 6: 74% ○ Grade 7: 79% ○ Grade 8: 76% ● SBA Math Score SY '17-18: ○ Grade 6: 64% ○ Grade 7: 59% ○ Grade 8: 61% ● HSA Science (Bridge) SY '17-18: ○ Grade 8: 66%
● Formative assessments are used to monitor student understanding and progress on a daily basis. ● Summative assessments are given a minimum of once quarter, however, each International Baccalaureate criterion is assessed a minimum of twice each year.	● Subject Curriculum binders

- All formative and summative assessments are anchored in national or state learning objectives. Both summative and formative scores and marks are determined by attainment of criteria or objectives.

Student Reflections

D2.2. Indicator: Students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

D2.2. Prompt: *Evaluate the effectiveness to which students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.*

Students at NVMS have frequent opportunities to reflect or assess their learning, and determine what they can do to achieve their learning goals. Students have opportunities to reflect through formative learning, peer editing, and through advisory lessons that focus on creating goals which are specific, measurable, achievable, relevant, and time-bound. Formative assessments within classrooms promote reflection and metacognition in a variety of ways. These assessments are frequently conducted and guide the pacing of lessons. Advisory lessons provided by the school's Student Activities Coordinator often presents students with opportunities for academic and social reflection. Additional opportunities include student-teacher conferences and student-led conferences. Through these avenues students explain their achievements to their parents and discuss areas of improvement. Student-led conferences are utilized to provide students with opportunities to reflect on their learning and progress, and share their reflections and goals with their parents and teachers. Teacher-student conferences are conversations that help the student and teacher provide feedback about their progress. Additionally, the IB curriculum grants students multiple opportunities to continually show growth in each of the different criterions. Lastly personalized learning goals are used to allow students to evaluate their learning habits and set growth goals. These goals encourage students to think about different strategies that they can implement to help them achieve their goals.

Findings	Supporting Evidence
- Student-led conferences are utilized to provide students with opportunities to reflect on their learning and progress, and share their reflections and goals with their parents and teachers. - Personalized learning goals are used to allow students to evaluate their learning habits and set growth goals. These goals encourage students to think about different strategies that they can implement to help them achieve their goals.	- Student binders - ePortfolios - Student-Led Conferences - Goal-setting worksheets - Advisory Lessons

- Teacher-student conferences are conversations that help the student and teacher provide feedback about their progress. Additionally, the IB curriculum grants students multiple opportunities to continually show growth in each of the different criterions.
- Formative assessments within classrooms promote reflection and metacognition in a variety of ways. These assessments are frequently conducted and guide the pacing of lessons.
- Advisory lessons provided by the school's Student Activities Coordinator often presents students with opportunities for academic and social reflection.

Teacher Feedback to Students

D2.3. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

D2.3. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and General Learner Outcomes?*

NVMS provides timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes. NVMS provide effective feedback though the following actions:

- Progress reports are given as an opportunity to inform parents of students who may be falling behind in class and may be receiving a below average and/or failing grade at the midpoint of a quarter.
- Communication envelopes are used to inform families and students about quarterly progress reports for identified students, choolwide and team announcements that may be going on whether in the classroom or outside of it. Students are expected to bring back the envelope signed by the parents stating that they received said materials.
- Emails and calls home allow teachers to inform parents of student progress as far as their classwork and assessments are thus far or lack thereof.
- Open house provides parents the opportunity to meet with their child(ren) teachers to see what is expected of the students and what is to come.
- Stamping and writing in the planner is another way for teachers to communicate with parents about upcoming assessments or missing work that needs to be turned in. Teachers can also stamp and/or write in a student's planners to confirm that they have written their homework correctly.
- Study hall is provided to all team students for extra help after school on either Tuesdays or Thursdays with team teachers. Teacher availability on other days of the week are afforded to students. This provides additional time for teachers to work with individual students.

Through these pieces on evidence students and parents are able to get effective feedback and communicate with teachers.

Findings	Supporting Evidence
● Progress reports are sent out every five weeks into each quarter. ● The school uses the communication system to inform students and parents about quarterly progress reports and quarterly report cards . ● Teachers inform parents of student progress regarding classwork and assessments through emails or calls home.	● Progress Report schedule ● Communication envelopes ● Email information is provided on the course syllabus ● Open House ● Stamping and writing in planners are done regularly

- Open House at the start of the school year where parents are given an opportunity to meet with their child(ren) teachers to see what is expected of the students and what is to come.
- Teachers stamp and/or write in a student's planners to confirm that they have written their homework correctly. Teachers may write to communicate with parents about upcoming assessments or missing work that needs to be turned in.
- Teachers on different teams have their doors open to provide students extra help after school on either Tuesdays or Thursdays with the possibility of other days also.

- Study hall for teams D, E, and F are held on Tuesday and study hall for teams A, B, and C are held on Thursday

Using Assessment Data

D2.4. Indicator: Assessment data are used to make decisions and modify instructional practices within the classroom setting.

D2.4. Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data used within the classroom setting.*

NVMS uses assessment data to make decisions and modify instructional practices within the classroom setting. Formative and summative assessments are used to monitor student progress and concept retention throughout the year as well as to deepen student understanding and provide opportunities for application. Formative assessments are used to build skills and knowledge to prepare students for summative assessments, while summative tasks may be vertically aligned within departments to provide in-depth understanding and to build upon learned ideas and skills. Teachers also reflect on units in Managebac before teaching the unit, during, and after the unit is completed to determine best practices for the future.

The school's use of Renaissance STAR as the universal screener and the Standards Based Assessments for Language Arts and Math (SBA) are used to monitor student progress in Language Arts and Math to determine benchmark proficiency. Similarly, Hawaii State Assessment (HSA) for Science testing is used to monitor student progress and proficiency in Science.

NVMS also evaluates the effectiveness of modified instructional practices based on assessment data used within the classroom setting. Both formative and summative assessments reflect student growth and learning, and are therefore good indicators to determine how to adjust instructional practices to best fit individual learners. If students are not making adequate progress towards meeting the standards on formative assessments, modifications are made to instructional practices to differentiate and review misunderstood concepts. In addition, if adequate progress is not demonstrated on summative assessments, students then may enter the Response to Intervention Process (RTI) and be referred to the school's Learning Lab program. The Learning Lab provides additional skills support for Language Arts and math. Students who are referred to exit their elective course and enter the Learning Lab for a limited duration of time

to concentrate on specific skills identified in the RTI process. Likewise, if a student demonstrates exceeding proficiency in accelerated math courses, an RTI is accessed and the student may be able to enter a higher level course. For example there have been a couple of grade 7 pre-Algebra students who have entered grade 8 Algebra for their math course.

Additionally gains in achievement are also used for students who are meeting standards in resource settings; thus, students are transferred to the general education classroom. Similarly, assessments may show that students in the English Learner program have made adequate gains in English proficiency and may exit the program.

NVMS has multiple programs in place specifically for learners who need additional support as indicated through multiple forms of assessment. Teams and counselors meet bi-weekly to discuss students of concern through Kid Talk meetings and to document student progress or lack in which the RTI is accessed.

Findings	Supporting Evidence
- Formative assessments monitor student progress and develop student understanding and application - Instructional practices are adjusted to best fit the learners - Response To Intervention process is used to address student needs - The Learning Lab provides support for students referred through the RTI process.	- Formative and summative assessments located binders in the Innovative Learning Center - Formative assessments and unit plans posted on Managebac - Learning Lab - Kid Talk

Demonstration of Student Achievement

D2.5. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the General Learner Outcomes.

D2.5. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

NVMS implements a variety of standards-based curriculum-embedded assessments which demonstrate student achievement of the academic standards and the General Learner Outcomes. GLOs are embedded in assessments, however, they are not explicitly taught in the classrooms. The IB learner profile encompasses the GLOs and are addressed in unit planning and assessment. Formative learning tasks build knowledge and skills necessary to achieve objectives of the summative tasks and address application of the IB MYP learner profile traits. All subject

areas implement summative tasks that assess the specific academic standards set by the CCSS, HCPS III and IB MYP.   For example, Math and ELA IB MYP subject objectives and summative tasks' criteria correlate to the standards of Common Core.

Findings	Supporting Evidence
● Formative learning and summative assessments are aligned to IB MYP objectives and criteria and correlated to course CCSS, NGSS, HCPS III	● IB Subject group overviews (curriculum maps) ● IB unit plans

HIDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

Summary (including comments about the identified preliminary student learning needs):

After analyzing the evidence provided above, NVMS is emerging in Category D. Standards-based Student Learning: Assessment and Accountability. Areas that NVMS is demonstrating strengths in and self identified areas of growth are listed below.

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

- Effective implementation of meaningful and relevant formative and summative tasks
- Consistently provide feedback on assignments
- Timely parental contact to inform about student progress
- Use of student-led conferences to encourage students to take ownership and reflect on their learning
- Wide variety of supports for students who need additional help and direction.

Category D: Assessment and Accountability: Areas of Growth

- A more systemic and formative assessment process
- Consistent school-wide platform of grades and progress monitoring for teachers, students, and parents.
- Emphasis and incorporation of General Learner Outcomes
- Increase opportunities for meaningful reflection on lesson units and summative tasks.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion
The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

Parent Engagement
E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

NVMS regularly engages parents and the community in a number of ways throughout the school year. The school's parent-community-staff group, Friends of Niu Valley (FNV), meets once a month to discuss school and community issues, activities, and ways in which the parents and community can support the school (ie. fundraisers, service projects, etc.). In addition, the School Community Council (SCC) is made up of representatives from the following role groups: students, certificated staff, classified staff, administration, parents, and community. The SCC meets monthly to discuss school and community issues. There is also a Parent Community Network Coordinator (PCNC) who works with the FNV and SCC to plan parent and community events such as the Principal's Coffee Hour and parent nights.

NVMS also includes and engages parents in the teaching and learning process through student-led conferences (SLC). SLCs are held once a semester and are an opportunity for students to explain their academic progress, share their assessments and evidence of learning, and discuss their passions with their parents and advisory teacher. For the upcoming Spring 2019 SLC we will be getting parent feedback for continued improvement and sustainability. NVMS also engages parents through the use of Google Classroom. Parents can use the online platform to view assignments and communicate with teachers.

Furthermore, NVMS engages parents and the community in the teaching/learning process through different school events and activities including Career Day, Science Fair, Young Einstein Night, STEM Expo, Junior Pythagoras Night, Hoops for Heart, and the Arts Faire.

NVMS also offers teaching and learning opportunities for students to engage with community members and organizations through club/extramural partnerships such as Early Act Club (Kahala Sunrise Rotarians), Student Council (Koko Head Lions Club, Kaiser High School Key Club, Special Olympics Hawaii, and Kokua Foundation), Art for the heART, LEGO Robotics, NVMS Volleyball Team (Kaiser High School Boys Volleyball Coach), and NVMS Wrestling Team (Kaiser High School Wrestling Team).

Findings	Supporting Evidence
● PCNC: Principal's Coffee Hour	● Coffee Hour Presentations
● School Community Council	● SCC Meeting Agendas and Minutes
● FNV: Meetings	● FNV Meeting Minutes
● Parent Nights - Team A Family Picnic Night, New Parent Orientation Night, Consider Niu Valley Night, Transition to NVMS Night, Awards Night, Global Issues Network (GIN) Club Google Tutorial	● Parent Night ○ Team A Family Picnic Night video ○ Summer Orientation Night Agenda ○ Consider Niu Valley Night ○ Awards Night
● Student Led Conferences - Twice a school year students discuss their progress and achievement with their parents/guardians.	
● Parent and Community Events: ● Career Day - 39 career day speakers made up of community members and parents ● School level Science fair- judges from the community (businesses, educators, etc.) challenge students to critically explain their findings from their independent experiments. ● Young Einsteins Night-parents and community members are invited to an evening of sharing information and are encouraged to question students about their work. ● Junior Pythagoras Night ● Arts Faire- Language Arts and Fine Arts are showcased to the public with various student demonstrations, exhibits, and performances.	● SLC Evidence ● Events Evidence
● Early Act Club - School service club partnership with our community Kahala Sunrise Rotary Club	● Junior Pythagoras night ● Arts Faire
● Hoops for Heart 2/16/18 - Fundraiser event for the American Heart Association. Partnership with Kaiser High School Girls Basketball coach and team ● Google Classroom	● Early Act Roster School Year 2018-2019 ● Early Act Club Campus Clean Up Pictures (11/29/18) ● Kaiser High School Girls Basketball Team at Hoops for Heart

Student-Parent-Staff Collaboration

E1.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career, and/or other educational options.

E1.2. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career and/or other educational options.*

The school adequately collaborates in developing and monitoring a student's personal learning pathway, college/career and/or other educational options with parents, students and staff primarily through Advisory.

Teachers collaborate with students in advisory classes by engaging in college and career planning as well as engaging in a personal learning pathway. According to the Advisory Pacing Guide under High School Orientation, students in eighth grade are looking at college/career pathways within their prospective high school to configure which pathway is most appropriate for them. Each year, students engage in at least one lesson on careers (interest inventory, resume building, etc.) to prepare them for the school's annual Career Day.

The Counselors try to meet with each of their students to discuss the student's strengths, career and personal path and the importance of maintaining a balanced life by engaging in academic, athletic, and artistic activities.

Additionally, students collaborate with parents and teachers to discuss their academic progress and personal learning pathway during SLCs. During the spring semester, the eighth graders' student-led conferences focus on identifying students' strengths and need areas as well as their high school readiness level. Also, all students have the opportunity to choose Career Day speaker sessions that are relevant to their future.

For eligible students, teachers collaborate with parents concerning educational options through students' IEP & 504 meetings. Annual IEP and 504 meetings are opportunities for parents and students to review successes and challenges the student has experienced over the course of the year. Goals and objectives specifically address learning issues that the team (which includes parents, student, special education and general education teachers, service providers, and administration) agrees are important for the student's development. The process of determining which goals (academic, behavioral, social, etc.) and their least restrictive environment involves feedback and collaboration with parents not only in the context of the IEP or 504 conference, but also leading up to and following it.

Findings	Supporting Evidence

● Advisory college and career planning as well as their personal learning pathway	● Advisory Pacing Guide
● Spring Student Led Conference (SLC) High School Readiness	● High School Readiness
● Students have the opportunity to choose Career Day speaker sessions that are relevant to their future.	● Career Day Student Choices
● IEPs and 504s	● IEP and 504 evidence (available upon request)
● Student-Focused Meetings (Kid Talk)	● Kid Talk Minutes

Community Resources

E1.3. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.3. Prompt: *Evaluate the effectiveness of the school's use of community resources to support students.*

NVMS effectively uses community resources to support students. NVMS offers several opportunities to engage with the community during the school year. One opportunity includes students listening to guest speakers of their choice on Career Day based on their vocational interest. It is an opportunity for 39 community members to provide background information on their jobs in order to increase student interest and engage them in different pathways toward success. Presenters have included attorneys, artists, and scientists.

Community members from the Kahala Rotary Club facilitate a junior Rotary Club called "Early Act." This on campus club holds monthly meetings that are attended by approximately 20 students. During these meetings, the students and Rotarians collaborate to plan service learning opportunities and community events. The Rotarians are professionals from diverse fields and share their expertise and knowledge to the Early Act club and different school events such as Career Fair.

Seventh grade students wrote letters to local vendors to request gardening supplies and plants to support their service learning project of creating a native mala (garden) on campus. Through their efforts, students received gardening tools and native Hawaiian plants from one local vendor. Other 7th graders were able to participate in an invasive algae cleanup with a local environmental conservation group, Malama Maunalua , and were educated about plastic pollution and impacts of invasive species on the ecosystem.

The Science Department held their first annual STEM EXPO in September 2018, which lasted two school days. Various speakers involved in Science, Technology, Engineering, and Math were invited to speak to students in a session that emphasized the connection between science and their current field of study. In addition to professionals working in the science and

engineering fields, current graduate students and doctoral staff of universities shared their research and their findings. The endeavor was created as a means to encourage student interest in science, technology, and engineering fields. All students were able to choose their preference of speakers. Speakers may mentor students for their upcoming science fair projects. Due to their involvement with the STEM Expo, several community scientists returned in December to help adjudicate student projects at the Niu Valley Middle School science fair.

Furthermore, teams utilize community resources for off-campus learning opportunities. Examples include learning projects at Maunalua Bay and Kualoa Ranch. Teams also partner and visit community businesses to learn about how their passion drives their work. This has included visitations to the Ward Center businesses, University of Hawai'i at Manoa (Athletic Department, East West Center and the School of Ocean Science and Technology) and Paiko Lagoon Wildlife Sanctuary.

Findings	Supporting Evidence
- Career Day - Early Act Club 7th Grade mala (garden) - STEM EXPO - Kualoa Ranch Learning Project 6th Grade Teacher-led Passion Project	- Career Day Student Choices - Career Day Survey - Early Act Roster - Mala - STEM EXPO photos, sign up, & email - Kualoa Ranch Learning Project email

Parent/Community and Student Achievement

E1.4. Indicator: The school ensures that the parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.

E1.4. Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.*

The school's strategies to ensure that the parents and school community understand student achievement of the academic standards and GLO are effective and adequate. NVMS engages parents in a variety of activities to provide information and support their understanding of how students will achieve academic standards and the GLOs.

October Grade 5 Visitation/Transition Day - Parent meeting for the families of 5th graders from feeder schools; information about electives and the IB MYP is shared with families.

November Consider Niu Valley Night - Families are Provided with information about NVMS (Vision, Mission, IB MYP)

April Transition to Niu Valley Night - Staff discuss the requirements of the IB MYP,

July	<u>New Parent Orientation Night</u> - Parents are provided with information on how to prepare their children for the first day of school (scheduling, etc.)
August	<u>Open House</u> - Parents meet teachers and learn about course expectations Teachers send home syllabi and assessment rubrics

The PCNC sends weekly email blasts to parents, informing them of the upcoming activities and inviting them to school sponsored events. At the start of 6th garde, Team A holds a picnic where parents have the opportunity to socialize with each other, teachers, and students. In the fall and spring semester, the school holds Student-Led Conferences where students explain their achievements to their parents. The school has a Twitter account for showcasing what is happening in the school. The school also holds an awards night in the spring (4th Quarter) to acknowledge students for an array of achievements including athletics, character, growth, and achievement in specific subjects. Grade level assemblies meet quarterly and award students based off of the ten IB Learner Profile traits and Lancers of the Quarter.

Findings	**Supporting Evidence**
● Parent Newsletters	● SLC Letter
● Twitter	● Twitter Accounts: 　○ NVMS Twitter 　○ Team A Twitter 　○ Teacher A Twitter 　○ Teacher B Twitter 　○ VP 6 Twitter 　○ VP 7 Twitter
● Team A Picnic	● Team A Picnic
● Syllabus & IB Course Outline ● Rubrics ● Robotics Club ● Math Counts Club ● Book Club ● Student-Led Conferences ● Teacher emails	● Syllabus ● IB Course Outline ● LEGO Robotics ● Math Counts Club ● Book Club Info ● Book Club Photo ● Parent email to teachers ● MLE Survey
● 5th Grade Visitation & Transition ● Consider Niu Valley Night ● Transition to Niu Valley Night ● Open House Night ● New Parent Orientation Night	● 5th Grade Visitation & Transition Presentation ● Consider Niu Valley Night Agenda

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has processes/procedures in place (e.g. School Safety Committee) that increases safety awareness, builds enthusiasm for safety programs, and ensures students' physical health and safety.

E2.1. Prompt: *Comment on the effectiveness of the processes/procedures (e.g. School Safety Committee) and its roles and responsibilities in ensuring a safe, clean, and orderly environment that supports students' physical health and safety.*

NVMS has effectively ensured a safe, clean, and orderly environment that supports students' physical health and safety. NVMS has a School Safety Committee that consistently meets every week to discuss and review issues related to the health and safety of the school and community. The members of the committee include administrators, teachers (Student Activities Coordinator, Registrar), and classified staff members (Head Custodian, Security, SASA, Health Aide, Cafeteria Manager). When issues are identified, immediate action is taken by a responsible representative.

Additionally, NVMS has several procedures in place to ensure a safe and healthy environment. Throughout the year, the administration plans and executes safety drills to ensure that specific protocols are followed if an emergency arises. The teachers review and instruct students the protocols according to the alarm. Moreover, the School Safety Committee debriefs immediately after drills and incidents to reflect on and make improvements to the safety procedures of the school.

During school hours, the campus is continually supervised by a variety of staff (security assistants, custodians, administrators, teachers, etc.). Pressing needs are communicated through walkie talkies, intercom announcements, and telephones (cell phones and classroom phones). Some messages are sent through email. In order to maintain safety, security assistants are responsible for supervising students on campus and intervening if any inappropriate behaviors are observed. Yard duty teachers are assigned to specific areas on campus during non-instructional time (lunch and recess) to also supervise students. The custodian also assists in monitoring the campus for the safety of students.

The custodial staff is responsible for the sanitation of our campus. Staff utilize an online form to request custodial support. Custodians also respond to immediate needs that are communicated via walkie talkie.

Findings	Supporting Evidence
- Fire, hurricane, earthquake, evacuation, and lock down drills. - Security assistants patrol campus all day and after school. - Staff supervises students during recess/lunch. - School Safety Committee - Teachers Assigned to Yard Duty - Custodial staff keeps campus clean/orderly.	- Emergency Drills email - Fire Drill - Non Email Fire Drill Instructions - NVEST Science Cleanup - School Safety Committee Minutes (SY 1819) - Yard Duty Email Reminder - Custodial Request Log

Discipline and Behavior Management System

E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.

E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

NVMS has an adequate discipline and behavior management system to support student learning, growth, and development. For the past several years, the number of Chapter 19 incidents have been declining. In the school year 2014-2015, 101 incidents were reported, compared to 46 in the school year 2017-18. Overall 98% of our students have not been involved in an incident. Additionally, an online student survey was given out to all students during advisory and 82.5% of students had positive responses to "Our school environment is inviting, safe, inclusive, and supportive of all."

NVMS is focused on positive behavior interventions to support student learning, growth, and development. NVMS has a Positive Behavioral Intervention Support (PBIS) Committee that meets once a month to discuss ways to improve the school community and increase positive behavior. Over time, the focus of the system has shifted away from being discipline centered and has now moved towards recognizing and rewarding positive behavior. The PBIS Committee manages our Lancer Buck program and staff support of all students participating in extramural sports. Under the Lancer Buck system, students are given Lancer Bucks for displaying positive behaviors that can be redeemed for incentives. Students who display positive behaviors that are reflective of the IB Learner Profile and the GLOs are also recognized at quarterly awards ceremonies.

NVMS has school-wide policies, procedures, and expectations for student conduct. All students are given a copy at the beginning of the school year in their Student Planner that is reviewed by their advisory teacher during the first week of school. In addition, vice principals review the Department's discipline policy (Chapter 19) during grade level assemblies and classroom visitations.

Teachers have classroom management policies and expectations set in place that are communicated with students. If a student is not complying with such expectations, they may be sent to the Dean of Students for discipline or the counselor for support. When an incident

occurs, a referral is written for behavior that warrants intervention by the Dean. The Dean documents the intervention on the form and returns carbon copies for documentation to the teacher who wrote the referral and the counselor.   If there are continual behavioral issues then a behavior support plan and additional measures may be put in place to support the child's behavioral needs.

Team teachers collaborate every two weeks at a meeting called "Kid Talk." Counselors lead this meeting during which teachers discuss and document any social, emotional, and academic issues occurring in the classroom and create a plan for follow up.

Teachers have classroom expectations which address most of the discipline and behavioral management issues that arise. Most issues are handled and resolved within the classroom by the classroom teacher.

Findings	Supporting Evidence
- On 10/18, 82.5% of students had positive responses to "Our school environment is inviting, safe, inclusive, and supportive of all." - Teachers have classroom management policies and expectations - Behavior support plans "Kid Talk" meetings - Positive Behavior Intervention Support - Planner Pages with Policies, Procedures, and Expectations for Student Conduct - Quarterly Awards Assembly	- Middle Level Education- School Improvement Assessment Student Survey (10/18) - Course Syllabi - Behavior Support Plans (available upon request) - Kid Talk Minutes - PBIS Lancer Bucks - PBIS Meeting Minutes (8/18) - Planner Pages - Quarterly Awards Assembly picture

Culture of Trust, Respect, and Professionalism

E2.3. Indicator: The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually and physically.

E2.3. Prompt: *To what degree does the school create a culture where stakeholders are respected, welcomed, and supported, and feel safe in school?*

Students feel respected, welcomed, supported, and feel safe in school. On a school survey taken by 567 students in the first quarter of school year 2018-19 students responded to statements using a 1-5 scale (5 = "strongly agree" and 1 = "strongly disagree")

% 3 or Higher	Statement
90%	I feel that I really belong in my school and classrooms
77%	I feel that I am an important part of my school
77%	My teachers/ counselor encourage me to develop my interest/ talents
82%	I feel like I have a lot of choices in what and how I learn
88%	I feel supported and respected in my school and classrooms
77% (responded yes)	Is there an adult on campus you feel comfortable talking to?

One way NVMS assures students feel respected, welcomed, supported, and safe is through recognizing and honoring their perspective. Student voice is primarily represented through the NVMS Student Council. Each advisory is represented by one elected student who is tasked with attending Student Council meetings in order to share concerns, issues, and appreciations. Furthermore, they are responsible for sharing information regarding the school and community back to their advisory. Students also act upon concerns and issues that are generated by students.

Students also have the option to visit their counselors for any support that they need or want. Conversations are kept confidential so students feel comfortable sharing their opinions. Counselors can disclose information with the teachers if they have student/parent's permission. Additional counseling is provided by Behavioral Health Specialists and The Institute for Family Enrichment (TIFFE) counselors.

NVMS utilizes a variety of strategies in order to help teachers feel respected, welcome, safe, and supported within the school. New teachers are provided with orientation sessions before school, and monthly support meetings once school starts. They are also assigned a District level mentor. The organizational structures within the school also provide a system of support for all teachers. Teaming provides teachers with an interdisciplinary group for collegial support. The school is also organized by departments, so teachers can access colleagues within their discipline for support.

The FNV group provides support to NVMS in a variety of ways. Not only do they provide volunteers for school events, but they also organize fundraisers (including acquiring corporate sponsorships) and coordinate staff recognition events.

Parents feel respected, welcomed, supported, and safe through the open door policy that the school maintains. Parents feel free to request meetings, classroom observations, and campus tours. Events such as the Principal Coffee Hours, parent nights, and Friends of Niu Valley meetings allow parents a safe and welcoming venue to share questions and concerns about the school. Parents are also invited and encouraged to attend various events on campus from Arts Faire to Young Einsteins and Math Night.

Findings	Supporting Evidence
- Student Survey (created by counselors) - Student Council Representative Meeting Minutes - Students can visit counselors for social, emotional, or academic issues. - Teachers are assigned to a department and team for support. - Teachers are supported by the Friends of Niu Valley	- Quarter 1 - A Sense of Belonging Survey 12/18 PBIS Meeting Minutes (Discussion on Survey Results) - Student council minutes - NVMS Master Schedule with Departments and Teams

● Friends of Niu Valley Support
for Teachers

High Expectations (e.g. Student Code of Conduct) for Learning and Behavior

E2.4. Indicator: The school has high expectations for students behaving responsibly within a culture that recognizes individual differences and positively impacts learning.

E2.4. Prompt: *Evaluate the school's culture and how it supports high expectations for students behaving responsibly within an environment that recognizes individual differences and positively impacts learning.*

NVMS maintains a culture of high expectations for students while recognizing individual differences in ways that support learning by not only recognizing high levels of achievement, but also providing students with access to a wide variety of learning opportunities. The culture of high expectations at NVMS is centered on the IB Learner Profile traits and the General Learner Outcomes.

High achievement is recognized in a variety of ways. Honor Roll students (3.5 GPA), Principal's List students (4.0), and students exemplifying IB Learner Profile Traits and GLOs are recognized at quarterly grade level assemblies. In addition, NVMS holds an annual Awards Night in May to honor students for their academic, character, and co-curricular achievements throughout the school year.

Due to high levels of student achievement and a need to be responsive to the growing need to prepare students for 21st Century learning, NVMS has made efforts to offer a wider range of courses. Credit bearing courses (ex. Geometry, Algebra I, Japanese I, Chinese I) are now available to high achieving students. Remedial coursework is also available for struggling students, including Learning Lab supports.

There are also a variety of co-curricular programs that are available based on student interests. These programs include Anime Club, News Writing Club, Book Club, Science/STEM Club, Coding Club, Google Coding Club, Math Counts Team, and Robotics Clubs (VEX and FIRST LEGO League).

Findings	Supporting Evidence
● School culture centered around IB Learner Profile ● Awards Night ● Credit bearing coursework available for high achieving students ● Co-curricular activities	● IB Learner Profile ● Awards Night script (5/17) ● NVMS Master Schedule

Diversity

E2.5. Indicator: The school promotes and provides learning experiences that reflect a culture of diversity for its representative student population.

E2.5. Prompt: *Provide examples and evaluate the effectiveness of how the school promotes and provides learning experiences that reflect a culture of diversity for its representative student population.*

NVMS provides a variety of learning experiences that promote cultural diversity for the student population.

NVMS hosts international schools and international sister schools : Fujimura Jyoshi (Japan), Sera (Japan) and Seonhwa (Korea). Visiting schools interact with students and share their culture through dance, music and various interactions.

Every other year students from NVMS go on a cultural exchange program to Japan. In July 2018, students went to Tokyo for sightseeing and to learn about Japanese culture. They then went to Kikugawa to visit the middle schools and experience life as a Japanese student. Some exchange activities included students participating and interacting with Japanese students during their English Language classes, sharing what a typical day in Hawaii is like, and have also participated in discussion panels in Kikugawa.   Each student stayed with a host family over the weekend and during school. This exchange has been a tradition for the last 5 years, with another group of students coming from Japan in the Spring of 2019.   Twenty students from Japan will be hosted by NVMS families and they will attend one day of school to experience life as an American student.

Sixth graders participate in an interdisciplinary Global Village unit which engages them in learning about another country (i.e. GDP, Happy Planet Index (HPI), exports, population, SES, geography and culture). Students create a product that is representative of their country and use it in their Global Village Market. They then donate the money to a local non for profit that addresses the needs of a global issue.

During 7th grade, students study Hawaiian culture and history through their Individuals and Societies/Social Studies class. A component of this class was an interdisciplinary unit where students created a design project proposal for a mala (garden) of all native Hawaiian plants.

In 8th grade, students study Human Rights through their Language & Literature class. Students learn about the United Nations Universal Declaration of Human Rights and research Human Rights violations happening around the world. They are then tasked with creating and putting into action a solution to the identified problem.

Findings	Supporting Evidence
- International exchange programs 6th Grade Global Village - Mala (dry land garden) Project - Human Rights Project	- Seonwa (pictures) - Sera (pictures) - Fujimura Jyoshi (pictures) - Kikugawa Niu Valley Cultural Exchange Program (pictures) - Global Village Email - Global Village (pictures)

- Mala Service Day (pictures)
- Human Rights (student work samples)

E3. Student Support Criterion – Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

Personalized Support

E3.1. Indicator: The school ensures that every student's education is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community. This includes monitoring and making appropriate changes in students' personal learning pathways (e.g., classes and programs) based on regular evaluation.

E3.1. Prompt: *Evaluate the degree to which all students receive personalized support informed by high-quality data and regular monitoring and assessment to advance them for success in career, college, and community.*

At NVMS, various data pieces are collected and monitored so support can be provided to students. Data sources include universal screeners (STAR, iReady), statewide testing (Smarter Balanced Assessment, ELA and Math; and Hawaii State Assessment, Science), and data from CIT meetings.

Student needs are discussed at Kid Talk meetings and at that point, relevant data pieces are collected so that the next intervention step can be identified. When needed, students are referred to the Learning Lab for individualized instructional support. Decisions on the need for additional assessments and supports are made on a case by case basis.

One area of challenge for NMVS is to expand the school's use of data so that a wider variety of supports can be identified and provided.

Findings	Supporting Evidence
● Changes in class schedule when needed. This is done through Grade Counselors. ● After School study hall	● Math Change Procedure ● After-school study hall email

Variety of Programs

E3.2. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

E3.2. Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.*

NVMS ensures effective opportunities for students to create college/career awareness, exploration and preparation to make appropriate choices, and pursue a full range of college/career/other educational options.

During Quarter 3, all students participate in an advisory activity called Genius Hour which culminates in the creation of a Passion Project. Students research different personal passions and share their learning at their Spring SLCs with their parents/guardians. This project provides the opportunity for students to explore and learn about passions that may lead to careers.

The annual Career Day and STEM Conference are other opportunities for students to discover and explore possible careers.

Eighth grade students are introduced to courses and programs that are offered in high school. Students are encouraged to start with the end (possible career) in mind before registering for courses. This includes high school level algebra, geometry, Chinese and Japanese. All eighth grade students participate in a high school informational session presented by the two complexes that NVMS is a part of. Student lessons in Advisory review information about high school and the elective and club opportunities offered.

Findings	Supporting Evidence
- Genius Time - Career Day - STEM Day 6th Grade: Career Interest Inventory 7th Grade: Career Pathways Inquiries 8th Grade: Career Building Skills (Resume, job application) - Introduction to High School Courses	- Genius Time Project (Career) - Career Day Survey - STEM DAY High School Orientation - Part 1 - Part 2 - Part 3 - Part 4 - Part 5 - Part 6

Diverse Opportunities
E3.3. Indicator: Students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed.

E3.3. Prompt: *Evaluate the extent to which students are provided with diverse opportunities to explore, plan, and prepare for future success after graduation.*

The school provides a range of opportunities to explore, plan and prepare for their future success after graduation. Counselors present a career lesson to all students that is scaffolded to prepare them for high school and beyond. During the 6th grade year students explore their interests, 7th grade students explore career pathways and the ONET website (interest inventory survey), and 8th grade students explore resume building and writing.

All students participate in Career Day. 39 members of the community participate in Career Day by sharing with NV students their passions and information about their area of work. Students attend three different presentations about careers of their interest.

Early Act Club (junior Rotary club) engage in service learning with adults from the community. The 8th Grade counselor meets with all students to counsel them regarding their plans for high school, future employment, and extracurricular activities.

Special Education teachers discuss post-high school goals and transition services with the students whose cases they care coordinate so vocational plans and interests can be taken into account when writing students' IEPs. Students are also invited to attend and participate in their IEP meeting.

As 8th graders prepare for high school registration, they learn about the educational pathways that may relate to college and career planning. After considering possible vocational interests, students (along with the support of their families, NVMS counselors, and high school counselors) select relevant elective courses.

Findings	Supporting Evidence
● Counselor Career Lessons	● Career Lessons (examples)
● Career Day	● Career Day Speakers 2018
● High School Registration	● High School Orientation & Registration 　　○ Part 3 - Career Cluster 　　○ Part 4 - CORE Courses 　　○ Part 5 - Elective Courses 　　○ Part 6 - Co-Curricular Activities

Meeting Graduation Requirements (or end of grade span requirements)

E3.4. Indicator: The school implements academic support programs to ensure students are meeting all graduation requirements.

E3.4. Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all graduation requirements or end of grade span requirements.*

NVMS provides supports and safety nets to ensure students are meeting all promotion requirements and as a result no 8th grade students were retained in 2016, 2017, and 2018. These supports include Progress Reports, Study Hall, Google Classroom, Kid Talk, Learning Lab, and preventative measures that are taken when students are struggling or in danger of failing a course.

Progress Reports are distributed to students mid quarter to indicate if they need academic support in class. Teachers offer suggestions (ex. study hall, extra help, etc.) about how students can ensure future success in the report.

Study Hall is offered by each team and a daily study hall supervised by educational assistants is offered for all students. Team Study Hall is offered on designated days, either Tuesday or Thursday, and where students can receive extra help from their core subject teachers. Teachers might also provide other study hall opportunities for students to attend. Daily Study Hall is offered to all students five days a week from 2:15pm to 3:30pm to work on their homework. Educational Assistants are available to assist students as needed.

Teachers at NVMS have a Google Classroom setup for their classes. Some teachers post assignments and communicate with students and parents regarding student progress.

Teams meet every other week for Kid Talk where they discuss student academic, social, and behavioral concerns. Teams discuss best practices, share student background information which may include learning styles, effective engagement strategies, and brainstorm plans on how best to support students (can include but is not limited to monitoring students, conferencing with students, or calling home to consult with and/or inform parents of situations).

Students are placed in Learning Lab if their scores on a universal screener, STAR, are below average, if their grades are unsatisfactory, and/or if their motivation is low. Learning Lab replaces their elective course and provides a small class size with individualized attention for students to improve Math, Reading, and study skills.

At the end of the year, the Counseling Department distributes a green list at least 6 weeks prior to the end of the school year for teachers to indicate if students are in danger of failing a class. Teachers list students who might fail the class. Teachers must contact parents to inform them of this possible failure. Counselors mail a formal letter to parents informing them of the potential failure of the course. A yellow list is distributed about 4 weeks prior to the end of the school year for teachers to add or remove students who might fail the course. If there is a new name, teachers inform parents and counselors send letters. A red list is distributed 2 weeks prior to the end of the school year to indicate if students are in danger of failing a class. Counselors then work with parents to sign up students for credit recovery.

Findings	Supporting Evidence
0% retention rate in 2016, 2017, and 2018 - Progress Reports - Learning Lab - Study Hall - Google Classroom - Team Meeting/Kid Talk - End of Year Failure Procedure	- SSIR 2017-2018 - Progress Report form 504/IDEA Study Hall registration form - Kid Talk form - End of Year Failure Form

Appropriate Services

E3.5. Indicator: The school regularly analyzes data to determine student learning needs and allocates appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

E3.5. Prompt: *Evaluate how the analysis of data is used to determine student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including support and services for students who are at-risk.*

NVMS effectively analyzes data to determine student learning needs and determine the allocation of appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

The counselors meet with team teachers twice a month for KidTalk, which may lead to the identification of tier 1 RTI interventions. During these meetings the counselors facilitate a discussion and document information about the student, the students SBA scores, grades, and STAR scores may be data included in the discussion. The team decides on a plan of support and documents interventions tried as well as future interventions to implement. At the next meeting, the team will follow up and review the student's progress. Students who do not show progress (usually during a 6 week time span) and the team feels need additional motivational/academic support may be recommended for Learning Lab/Special Motivation Class, a tier 2 RTI intervention.

A "Student Support Form" is made by the team for each student that is recommended to be placed in the Learning Lab/Special Motivation Program. The Student Support Form includes the student's STAR scores (English and Math), interventions implemented for the student, and SMART learning goals for the student focused on their learning needs. All students have a Student Support Form before being moved into the Learning Lab which is shared with the Learning Lab teacher prior to the student entering the class. Students in the Learning Lab receive 220 minutes of instruction per week to help them achieve their SMART learning goals. Each quarter, students are given ELA and Math STAR assessments to monitor their progress in English and Math, and the team discusses whether to keep the student in the Learning Lab or to move them out, based on their progress, grades, and STAR scores. Students who have made little progress may be recommended for Special Education Testing or may continue in the

Learning Lab for additional time.

Counselors receive a list of students who have earned Progress Reports and also a list at the end of each quarter of students who have earned D/F grades. The counselor meets with students who have earned multiple (3) Progress Reports. Counselors individually meet with students who are at risk of failing and communicate with parents.

When students continue to demonstrate inappropriate behaviors despite classroom interventions, the grade level counselor may collaborate with teachers and parents to create a Behavior Support Plan. The plan is shared with the team and all teachers that work with the student. The counselor will also meet with the student to address the behavior, in groups or individually. If the student continues to have behavioral difficulties, the team may conduct a Student Focused Team meeting to discuss the possibility of the student receiving counseling services through a Behavioral Health Specialist.

When teachers suspect a student is at risk or know a student is using drugs, the teacher and/or counselor will refer the student to receive counseling services via the on-campus TIFFE counselor. The TIFFE Program has a process of treating and discharging students.

The grade level counselors are the care coordinators for all 504 students. The counselor arranges annual meetings to review the student's 504 plan. At this meeting the counselor, administrator, teacher(s) and parent review relevant data depending on the student's disability. Data used during these meetings includes but is not limited to: student attendance, grades, LDS data and/or SBA scores. The teachers may also share the students STAR scores and evidence of work at the meeting. Every three years an eligibility meeting is held. At this meeting the team uses an eligibility determination form and reviews relevant data to determine if the student meets the criteria for eligibility.

Special Education teachers are the care coordinators for students with IEPs. The SpEd teacher arranges an annual meeting to review the student's IEP. At this meeting the SpEd teacher, administrator, general education teacher(s) and parent(s) review relevant data. Data used during these meetings includes, but is not limited to: current performance in class (from teacher input), current grades, STAR scores, iReady data, GRADE (reading assessment), behavior in class, interaction with peers, student input, SBA scores, etc. The teachers may also bring evidence of work to the meeting to share and discuss with the team. Every three years, a re-evaluation is conducted. The first meeting in the re-evaluation process is to review past data and determine what other data would be helpful in determining if the student still qualifies for special education. The team meets again to review the new data and determine if the student is eligible for special education. The new data may include cognitive assessment, academic assessment, classroom observations, social/family report, adaptive assessment, behavioral assessments, etc. This data is also considered when developing the IEP.

While the support systems are in place at NVMS, the school recognizes the need for all students to be monitored to ensure that all of their needs are being met.

Findings	Supporting Evidence
- Kid Talk - Response to Interventions (RTI) - Parent Teacher Conference - Student Focused Team (SFT) Meeting 504/IEP - Functional Behavior Assessment (FBA) / Behavior Support Plan (BSP). - Behavioral Health Specialist (BHS) Services - After School Study Program	- Kid Talk Minutes - End of Year Failure Form - MLE Survey announcing that students are guided by adult advocates - Study Hall Letters and Forms

Attendance Policy
E3.6. Indicator: The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.
E3.6. Prompt: *Evaluate the effectiveness of the school's attendance policy and the student follow- up process, which ensures that attendance is valued, encouraged, and supported.*

The school's attendance policy has consistently been effective with an attendance rate of 96% each year since SY 2013-14, which is above the state average of 94%. Absences are identified as Unexcused or Excused based on the reason for the absence. Parents inform the school of anticipated extended absence through a Trip Notification Form found on our school website. For students that have an unexcused trip/absence 3 days or longer, the students may get missed assignments after returning to school. For students that have an excused absence, 3 days or longer, teachers will provide them work before they leave/while they are out of school. The attendance clerk provides counselors with a print out of a list of students who have been tardy more than 10 times during a quarter. The counselor then meets with the students to counsel them regarding timeliness and contacts parents. When a student has an excessive amount of days absent, counselors will send a letter to the student's family that explains Hawaii Revised Statutes 302A-1132, et seq.: Attendance Compulsory and the importance of daily attendance. If students are not present in school for more than 3 days, parents are able to generate a "homework request form" so student will be able to maintain reasonable academic progress. The attendance clerk provides a print out of the day's attendance to counselors, substitutes, study hall, etc.

Findings	Supporting Evidence
- School Attendance Data - School Attendance Policy	- School Data including Attendance - State Data including Attendance - Trip notification form

Transitions
E3.7. Indicator: The school has an effective process in place to support students who are transitioning between grade levels or transferring to a new school.
E3.7. Prompt: *Evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school.*

NVMS effectively supports students with the transitioning between grade levels or transferring to a new school. As mentioned in E1.4, NVMS has a number of events and activities to help transition new students.

Similarly, during the fall, 8th grade students attend an assembly at NVMS where Kaiser High School and Kalani High School staff present information regarding opportunities offered at their respective high schools. There is an additional presentation to all 8th grade NVMS students by ROTC and AVID Kaiser High School students, that includes an ROTC demonstration, to encourage them to join the ROTC and AVID program at Kaiser. Qualified and interested students are able to interview for Kaiser High School's AVID program during the school day at NVMS.

During the spring, NVMS support staff meet with support staff from the feeder elementary and high schools to discuss incoming and outgoing students with an IEP or 504 plan. These meetings may include the student and/or parent. We make sure the student's needs will be met and their plan can be implemented.

NVMS staff meets twice a year for a half-day with Kaiser High School to discuss transition and articulation. We try to address deficits and decrease any gaps in curriculum and vertical alignment. One area of concentration has been increasing students participation in the Personal Project during the 10th grade. To help students prepare for this, they are working on a Passion Project in their Advisory. Eighth graders also do transition activities during Advisory to prepare them for 9th grade registration and to be more informed about High School.

Findings	Supporting Evidence
● Visit to NVMS by Elementary Students ● Counselor loops with students through all 3 years ● Visit by Counselor and 6th Grade Administer to Elementary school ● Transition to Middle School Night open to incoming 6th grade students and parents ● Presentation by high school AVID and ROTC ● AVID interviews and screening ● Collaboration with Kaiser Key Club at school events ● Presentation by high school counselor and teachers	● Visit to Niu Valley Agenda ● Transition to Middle School slideshow ● Kaiser and Kalani Assembly for 8th Grade Schedule

- to present information prior to registration
- Advisory lessons assist in the transition for new 6th grader and leaving 8th grader
- Meetings between Student Support staff (care coordinators, admin, SSC) to support special education/ 504 students transition from elementary and to highschool.
- High school counselor meets with all incoming 504 students
- Additional campus visits for special education students
- IB Joint meetings with Kaiser to support transition and increase IB Personal Project participation

- High School Orientation - Part One
- High School Orientation - Part Two
- Part Two Worksheet

- 5th Grade Visitation/Orientation/Tour Email

Student Perceptions
E3.8. Indicator: The school is aware of the student perspective about personalized support, diverse opportunities, the school's attendance policy and transition services through such strategies as interviewing and dialoguing with student representatives of the school population.
E3.8. Prompt: *Evaluate the school's strategies to secure student perspective about the effectiveness of personalized support, diverse opportunities, the school's attendance policy and transition services.*

The school's strategies to secure student perspective about the effectiveness of personalized support, diverse opportunities, the school's attendance policy and transition services are adequate.

We provide opportunities for students to voice their perspectives through the school's Student Council, the School Community Council, and the Wellness Committee, however we do not currently seek them systematically. Currently, we are looking into creating and implementing a system for acquiring student perspectives and feedback on these issues.

There is one Student Council Representative per advisory that represents students at a monthly student council meeting. The student council is a forum where student representatives can provide feedback and input for student activities. At student council meetings, the representatives are able to voice concerns on behalf of their advisory and are primarily responsible for disseminating information about future school-wide activities.

There are also two student representatives in the School Community Council who have the ability to share the perspective about the effectiveness of personalized support, diverse opportunities, the school's attendance policy and transition services.

The Wellness Committee focuses on promoting healthy choices in our school and community. Currently there are two students represented in the committee who share their perspectives on issues related to health and wellness.

Findings	Supporting Evidence
● Council Representative	● Student Council Minutes
● School Community Council	● School Community Council email
● Wellness Committee	● Wellness Committee Minutes

E4. Student Support Criterion – Accessibility
Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

Equal Access to Curriculum and Support
E4.1. Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).
E4.1. Prompt: *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.*

All students except those enrolled in a fully self-contained (FSC) setting take 7 courses which include core courses (ELA, Math, Science and Social Studies) as well as PE and a World Language. Also, students are able to choose an elective (Media, Band, Orchestra, Polynesian Music, and Art). In each grade level, teachers of the same content area collaborate to ensure that the provided curriculum is appropriately challenging for the grade level, and is relevant and coherent for all students. Summer School is also available for students not meeting standards throughout the year, or for students who are seeking enrichment.

Advanced placement courses are offered in Math. In 7th grade, selected students are offered enrollment in a pre-algebra class based on required criteria created by the Math department. Also, in 8th grade, based on specific criteria, selected students are offered enrollment in Algebra and Geometry (as an elective). NVMS began offering Algebra and increased the sections offered due to interest and End of Course (EOC) test scores.

Based on student needs, the placements and support are offered to help students access the curriculum: Special Education resources classes (language arts, math, science, and social studies) provide a smaller classroom environment where instruction is geared towards addressing their individualized goals and objectives. Also, students are provided additional support and accommodations to access grade level curriculum. Fully self contained classes are also provided for students with severe disabilities. Students in the fully self contained setting participate in functional daily life skills and community based instruction. Extended School Day (ESD) and

Extended School Year (ESY) are provided for students who show regression of their learning along with slower recoupment over extended breaks (Fall break, winter break, spring break, and summer break). ESD and ESY provide students the services they need in order to continuously maintain progress towards their IEP goals and objectives.

Study hall is provided weekly from Monday through Friday from 2:15 - 3:30 for all students. Study hall provides students a safe and quiet environment to independently complete their work.

Findings	Supporting Evidence

Courses at NVMS
● All students (except those in the Fully Self Contained Classroom) take 7 courses.
  ○ ELA
  ○ Math
  ○ Science
  ○ Social Studies
  ○ PE
  ○ World Language
    ■ Japanese, Chinese
  ○ Elective
    ■ Media, Band, Orchestra, Polynesian Music, Art, Leadership, Yearbook
 	
Grade Level Subject Partners
● Collaborate and ensure curriculum is appropriately challenging for all students
● Ensure curriculum is relevant and coherent.
 	
Summer School
● Available for students not meeting standards throughout the year.
● Also, available for students who would like enrichment.
 	
Accelerated Courses
● 7th grade students
  ○ Selected students are offered enrollment in a pre-algebra class.
● 8th grade students
  ○ Selected are offered enrollment in Algebra and Geometry (as an elective).
	● NVMS IB Information on Courses
	
	● IB Learner Profile
	
	● NVMS School Calendar
	
	● Summer School Registration

Student Needs
- Based on student needs, the following placements and supports are offered to help students access the curriculum:
    - Special education resource classes for language arts, math, science and social studies
    - Fully self contained (community based instruction)
    - Extended school day
    - Extended school year
    - 504/IDEA study hall

Student Activities

E4.2. Indicator: The school provides students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

E4.2. Prompt: *To what extent does the school provide students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences? Provide current examples of curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.*

As an IB school, NVMS emphasizes civic engagement, service, and responsibility in curricular and co-curricular activities.

Students are given many opportunities within the curriculum for civic engagement through service learning. As part of the Global Village interdisciplinary unit, 6th grade students develop a deeper understanding of empathy through their humanitarian mini unit, which culminates in promoting and supporting a non-profit organization. Additionally, 6th graders have the opportunity to learn and help with issues such as homelessness, sustainability, and quality of life.

One of the service learning opportunities for 7th grade students is the Mala Project where students created and maintained a garden that encouraged students to be responsible for planning, organizing, and soliciting community organizations for donations of native Hawaiian plants. The goal of the project is to have students foster a greater sense of community.

In 8th grade, students participate in NVEST (Niu Valley Environmental Service Team) which enables students to explore an environmental issue of their own choice, design and implement a solution to alleviate negative impact on the environment. The solution is evaluated and students reflect and critically analyze its efficacy.

Students also take ownership of their learning beyond the classroom in current and relevant issues. For example, during SY 2017-2108, concerned 8th grade students participated in a walkout during National school walkout day. A group of faculty and student leadership class created activities and responses to the Florida shooting using Niu News broadcasted throughout the school during advisory. Approximately a dozen students met with teacher advisors during their free time to organize an event to remember the Columbine shooting. The event included a banner, posters as memorials for students killed, a moment of silence, group song, and pins to represent support for school safety.   Additionally, students supported the need for additional funding for the completion of a new world language building for the school. Students presented testimony to the State Legislature, and subsequently the funding was approved. These opportunities provided enriching and authentic challenges in real world application.

Niu Valley also provides many co-curricular opportunities for civic engagement:
- The Early Act Club works with the Rotary Club and engages in community service projects (native plant restoration, food drive, and recycling)
- The Global Issues Network (GIN) Club organized a "google" tutoring session for parents who need to learn how to utilize Google Classroom and are currently working on the issue of food waste in school.
- Art in HeART is a student focused project combining technology and innovation (web-site & internet) to provide a positive impact reaching those in need. The purpose of the project is to inspire healing and to provide a human connection and to promote the general welfare in the community, State, Nation, and beyond. Student artists' talents provide those in need with hand drawn images, drawings, or simple watercolor paintings to inspire healing in a wellness setting that can include retirement homes, nursing care and other long term healing and rehabilitation facilities.
- Student Council is rooted in service and civic responsibility. Student Council representatives practice democratic values through the many meetings. Representatives are tasked with being the voice of their peers and researching and raising awareness on school and community issues. Representatives also are actively encouraged to help with service projects to address issues such as pedestrian safety, sustainability, inclusion, and bullying.

Findings	Supporting Evidence
- Global Village - Mala Service Engagement - Lobbying State Legislature - Early Act Club 8th Grade NVEST - National Walkout Response - Global Issues Network - Art in Heart - Student Council	- Global Village - Mala service engagement - Lobbying state representative - Early Act Roster School Year 2018-2019 - Early Act Club Campus Clean Up Pictures (11/29/18) - NVEST Science Cleanup - National Walkout Response

Meeting Student Needs Through Student Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which the school's student activities are meeting the needs of students and support their learning and personal development.

E4.3. Prompt: *Evaluate the school process for regularly evaluating the degree to which the school's student activities are meeting the needs of students and support their learning and personal development.*

The process at NVMS for regularly evaluating the degree to which the school's student activities are meeting the needs of students and support their learning and personal development is primarily done through its student council and leadership programs.

Every advisory elects a class representative to be a member of the school's student council. The class representative is tasked with being the voice and advocating on behalf of the advisory class and students he/she represents. The student council meets to discuss school and community concerns, along with student activities and events. Some of these concerns and needs are addressed through planning and initiating student activities. For example, there were concerns about pedestrian and traffic safety and the school initiated a Pedestrian Safety campaign with HPD, students, staff, and parents.

In the 2017-2018, with the recent Florida shooting tragedy, students increasingly became concerned and vocal about school safety, mental health, and gun issues. In response, two school activities were planned. One on 3/14/2018 planned by the NVMS student council and a second on 4/20/2018 planned by a student-driven committee.

Bullying is a common concern with students therefore, our school participated in Connect and Respect Week - a complex initiative to promote positive student relationships.

Additionally the teacher teams meet at the start and end of the school year to evaluate and reflect on team student activities. They discuss and plan the new school year's team activities. Team activities that address student needs include:
● Team Bonding Day is a day where teams plan activities to help facilitate relationship building and bonding.

- Intramural sports address need to create relationships outside of the classroom. Addresses skills such as teamwork, communication, and good sportsmanship.
- Class Day is also a day where grade-level teams celebrate the completion of the school year.
- Tune Up meetings where teachers remind students of expectations for behavior and learning.
- Organization Days where students go through their bags and binders and organize their school work.
- Service-Learning Projects / Interdisciplinary Units

Currently after each student activities event, the event is briefly discussed at the following student council meeting, however implementing a formal evaluation system is currently under consideration.

Findings	Supporting Evidence
- Every advisory elects a class representative to be a member of the school's student council. - Student led response to recent school shootings and pedestrian safety. - Anti Bullying campaign - Team lead - Team Bonding Day - Intramural sports - Class Day - Organizational day	- Student Council Nomination Information - Student Council Application - Pedestrian Safety campaign photos - Columbine Email from Student - Columbine SlideShow - Columbine Remembrance photos - Connect and Respect survey - Connect and Respect poster - Team A's Team Bonding Day video - Intramural sports - Team A Class Day - Team A Bonding Day

HIDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

Summary (including comments about the identified preliminary student learning needs):

Niu Valley Middle School is effective in engaging parents and the community. Niu Valley Middle School provides an array of opportunities and activities to involve parent and community involvement in order to further support student learning and success. Parents as well as community members have opportunities to be informed and to provide input in regards to the school's goals, curriculum focus, and student needs . The FNV is an active parent group involved in both financial and resource support for all students. The Friends of Niu Valley and the School Community Council meet monthly to discuss school initiatives, concerns and needs. NVMS continues to seek ways to involve parents to provide input on building a rigorous school culture and student supports needs on a regular basis.

NVMS is effective in and continually focuses on building a future-focused culture where expectations are reflective of the school's vision and the IB learner profile and the GLOs. NVMS provides a rigorous curriculum which all students have access to and are expected to apply their learning in real world contexts, as appropriate and applicable as possible, in order to make a difference. Service as action opportunities such as Global Village and NVEST allows students to engage in real world service that impacts the community. The school's focus on thinking, critical and creative, supports students to strive to be critical and reflective learners.

NVMS is at various levels of progress for student support. We are effective in providing college/career opportunities and civic engagement opportunities, however in other areas, NVMS is still at the developing level. One area of student support the school is looking into improving is to expand the school's use of data so that a wider variety of supports can be identified and provided.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Organization: Areas of Strength

- Abundance of opportunities for students to explore their passion
- Partnerships with a variety of community members and businesses
- Advisory classes for students to connect with an adult
- School is safe, clean, and orderly and students generally feel respected, welcomed, supported, and safe
- Students have many curricular and co-curricular opportunities to plan and participating in civic engagement activities

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Need for system of regular evaluation of school culture and support
- Need for system of regular parent involvement

IV: Student/Community Profile--Overall Summary from Analysis of Profile Data and Progress

- Summarize identified student learning needs based on profile and focus group findings.
- Provide tables or matrices of identified schoolwide strengths and growth areas or challenges

Listed below are the collective areas of strength and areas of growth/challenges from each focus on learning group.

Category A: Organization	
Areas of Strength	**Areas of Growth/Challenges**
• The Academic Plan is closely aligned to the school's mission and vision as well as the State's initiatives • Number of highly qualified teachers has increased over the years • There is a system for school departments to fund activities and improve teacher development	• Transparency in relaying school procedures and protocol to all stakeholders at NVMS • Evaluate effectiveness of resource allocation (i.e. WSF) • Communication to faculty in financial decisions i.e. PD, funding request etc. • Deeper understanding of the State directives and Complex directives • More involvement of the school community in the vision of the school
Category B: Curriculum	
Areas of Strength	**Areas of Growth/Challenges**
• Standardized and articulated curriculum • IB MYP curriculum is inclusive of real-world application and global mindedness • GLOs are seamlessly integrated with the focus on the IB learner profile • Student choice and voice are purposeful and integrated in the curriculum • Regular curriculum review through BQC process, department and team articulation	• Extend articulation with feeder elementary schools for all subjects • Establish protocol and facilitative training for curriculum articulation leads • Seek more opportunities for curriculum integration, including professional development training • Continue to refine both CIT and BQC processes through formative feedback and for continued success • Re-evaluate the expectations and implementation of the Design Cycle

Passion Projects and Genius Time are provided for students	

Category C: Instruction	
Areas of Strength	**Areas of Growth/Challenges**
- English Learners and Special Education students are provided with inclusive support as much as possible. - The majority of teachers identify learning targets in all subject areas. - All teacher utilize multiple methods to gather and use students' feedback - Use of technology in the classroom and ILC to support student learning and engagement - Majority of students and teachers report that classrooms are student centered. Most students believe that they are engaged in active and purposeful learning - All student have access to technology as a tool for learning - Students are provided with multiple opportunities to demonstrate and apply critical thinking and problem solving skills while expanding upon their learning in a real world context - NVMS offers a variety of real world experiences that allow students to apply their learning within the community.	- Teachers are working to expand differentiated instructional practices for targeted students in order to meet a wider range of student needs - Teachers have a desire to expand upon service-in-action opportunities and exist in the school

Category D: Assessment	
Areas of Strength	**Areas of Growth/Challenges**
- Effective implementation of meaningful and relevant formative and summative tasks - Consistently provide feedback on assignments - Timely parental contact to inform about student progress - Use of student-led conferences to encourage students to take ownership and reflect on their learning - Wide variety of support for students who need additional help and direction.	- Lacking a consistent school-wide platform of grades and progress monitoring for teachers, students, and parents. - Emphasis and incorporation of General Learner Outcomes - Increase opportunities for meaningful reflection on lesson units and summative tasks. - Lacking a consistent school-wide policy for late summative and formative work. - A clearer distinction must be made between what is a "1" student work and a "0" student work.

| Category E: School Culture and Support for Student Personal and Academic Growth	
Areas of Strength	**Areas of Growth/Challenges**
- Abundance of opportunities for students to explore their passion - Partnerships with a variety of community members and businesses - Advisory classes for students to connect with an adult - School is safe, clean, and orderly and students generally feel respected, welcomed, supported, and safe - Students have many curricular and co-curricular opportunities to plan and participating in civic engagement activities	- Need for system of regular evaluation of school culture and support - Need for system of regular parent involvement

All growth needs were deemed important and in need of attention; however, to have a clearer and

stronger focus, addressing all nineteen growth areas with intention and integrity would be unmanageable. The areas of growth learning needs from all categories were reviewed and regrouped into twelve statements. Each faculty member identified no more than five statements that were deemed critical areas to address.

- System to involve all school stakeholders in providing input regarding school operations, programs, and activities
- Greater transparency of school operations (ex: budget, funding, positions, etc)
- System to evaluate effectiveness of all school operations and programs.
- Deeper understanding and application of State and Complex initiatives
- Effective and productive vertical articulation with all Kaiser Complex IB schools to ensure a relevant and rigorous curriculum
- Evaluate and assess implementation of all 8 IB MYP subjects (ex: including Design)
- Intentional differentiated instructional practices to meet the needs of all students
- Clarity and consistency in assessment (formative learning) , evaluation, and reporting
- Consistent implementation of school procedures (ex: IB Academic Policy, IB Assessment Policy, school dress code)
- Strengthening implementation of Middle Level Education (ex: teaming, advisory, IDUs, SEL)
- Use of multiple data sources to impact student learning and achievement
- Evaluate the relevance and age-appropriateness of real world opportunities and learning applications for all students in order to make a difference in our world

Select no more than 5 areas of growth priorities that we should address as a school and include in our Academic Plan

47 responses
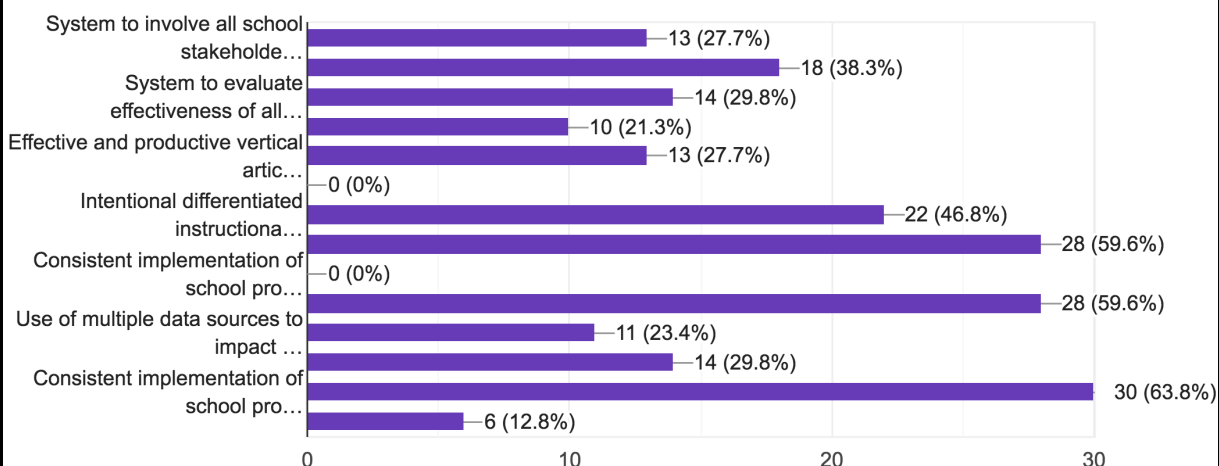
The survey results indicated the following prioritized growth needs to better support student learning which are to be addressed in the revisions of the school's 2019-2020 Academic Plan.

1. Consistent implementation of school procedures (ex: IB Academic Policy, IB Assessment Policy, school dress code)
2. Clarity and consistency in assessment (formative learning) , evaluation, and reporting
3. Strengthening implementation of Middle Level Education (ex: teaming, advisory, IDUs, SEL)
4. Intentional differentiated instructional practices to meet the needs of all students

The remaining areas of needs will be addressed throughout the year as to best support the four prioritized primary needs. The school will also address areas of transparency of operations, greater involvement of all stakeholders, and a system to evaluate effectiveness of operations and programs.

Results, recommendations, and additional critical areas of growth resulting from the ACS WASC Committee's report and the recommendations and Matter to be Addressed from the IB MYP Committee's report will also be included in the revision of the 2019-2010 Academic Plan.

V: Academic Plan

- Self-Study Report, Chapter V: Revised Academic Plan
  - A. Comment briefly on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g. What enabling activities should be modified based on our findings and student learning needs? etc.)
  - B. Comment on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic Plan.
    This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the General Learner Outcomes (optional).
  - C. Include the Academic Plan with proposed revisions.
  - D. Describe the school's overall follow-up process for ongoing improvement.

1. Consistent implementation of school procedures (ex: IB Academic Policy, IB Assessment Policy, school dress code)

Academic Plan Goal	Proposed revision
Goal 3: Successful Systems of Support	Add desired outcome: Create a system to ensure and evaluate consistency in the implementation of school procedures for all stakeholders

2. Clarity and consistency in assessment (formative learning) , evaluation, and reporting

Academic Plan Goal	Proposed revision
Goal 1: Student Success	- Add desired outcome: Students involved in the assessment process
Goal 2: Staff Success Desired Outcome: Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward learning	- Add enabling activity for professional development to include assessment for, of, and as learning (formative, summative, reflective) and reporting - Identify possible PD resources (ex: Dr. Anne Davies and Dr. Sandra Herbst from Connect 2 Learning)
Goal 3: Successful Systems of Support	- Add desired outcome for assessment to include consistency and involvement of students, staff, parents in understanding the Kaiser Complex IBMYP Assessment policy including determination of marks, scores, grades and the reporting process

3. Strengthening implementation of Middle Level Education (ex: teaming, advisory, IDUs, SEL)

Academic Plan Goal	Proposed revision
Goal 1: Student Success Desired Outcome: Full implementation of the middle level education components to address and support success for the whole child	- Revise enabling activities to specify key middle level education components along with measures of progress
Goal 2: Staff Success Desired Outcome: Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward learning	- Revise enabling activities by identifying middle level education as a separate professional development activity - Identify interim measure of progress for middle level education professional development

4. Intentional differentiated instructional practices to meet the needs of all students

Academic Plan Goal	Proposed revision
Goal 1: Student Success Desired Outcome: Literacy proficiency increase for identified gap students	- Indicate high impact strategies in enabling activities
Goal 2: Staff Success Collaborative Inquiry teams to increase student achievement Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward	- Revise to indicate specific CIT enabling activities including analysis of student work and use of strategy - Add interim measure based on data collected from student work - Indicate possible resources for differentiation

learning	

NVMS 2017-2010 Academic Plan

V: Appendices

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TEAM	A	A	A	A
teacher	H. NA	M. NAGATA	P. KANG	A. OKIHARA
RM	A8	A6	Q4	A7
1	E6	M6	SCI6	SS6
2	E6	M6	SCI6	TM
3	E6	M6	SCI6	SS6
4	E6	M6	TM	SS6
5	E6	TM	SCI6	SS6
6	TM	M6	SCI6	SS6
POS	1	2	3	4

TEAM	B	B	B	B
teacher	S. BROWN	L. BULAHAN	A. MASUDA	E. HIRATA
RM	A4	A2	Q3	A3
1	E6	M6	SCI6	SS6
2	E6	M6	SCI6	TM
3	E6	M6	SCI6	SS6
4	E6	M6	TM	SS6
5	E6	TM	SCI6	SS6
6	TM	M6	SCI6	SS6
POS	5	6	7	8

TEAM	A	D	E	B	F	
teacher	A. ATKINS	K. KAWADA	S. NAGATA	M. EBISUYA	K. BURGESS	WU
RM	D2	D1	E1	A1	B5	B1
1	TM/PJ6	PJ7/PJ7	PC8/PC8	J6/WL	J7/J7	C8/C8
2	PJ6/TM	PJ7/PC7	PC8/PJ8	WL/J6	J8/J7	C7/C8
3	PJ6/PJ6	PC7/PC7	PJ8/PJ8	J6/J6	J8/J8	C7/C7
4	PC6/PC6	PJ7/PJ7	TM/WL	J7/J7	J8/WL	C6/C6
5	PC6/PJ6	PJ7/TM	PJ8/PJ8	J6/J8*WAJ	J8/J7	ELL/C6
6	PJ6/PJ6	TM/PJ7	PJ8/TM	J6/J6	J7/J8	ELL/ELL
POS	26	27	28	29	30	31

TEAM	C	C	C	C
teacher	M.SULLIVAN	J. AYABE	D. CORREA	A. SANDERS
RM	B7	B6	Q5	B8
1	TM	M7	SCI7	SS7
2	E7	M7	TM	SS7
3	E7	M7	SCI7	TM
4	E7	MX7	SCI7	SS7
5	E7	M7X	SCI7	SS7
6	E7	TM	SCI7	SS7
POS	9	10	11	12

TEAM	D	D	D	D
teacher	L. YCO	M. KUNITA	D. BROWN	B. FREEMAN
RM	B3	B2	Q1	B4
1	TM	M7	SCI7	SS7
2	E7	M7	TM	SS7
3	E7	M7X	SCI7	TM
4	E7	M7X	SCI7	SS7
5	E7	M7	SCI7	SS7
6	E7	TM	SCI7	SS7
POS	13	14	15	16

TEAM	F	B	A	C	E	F	D. H-F	G. LEE
teacher	A. KIM	J. TAM	Z. MORITA	W. FANNING	T. TAKARA	S. UWAINE	B. LIN	
RM	F1	F2	MUSIC	BAND	MEDIA	F2B	F1B	LIB	LIB
1	ART 7/8	TM/LDR	BAND	B-WW	LDR(F2B)		LL-6/7/8	TECH-CC	CURR
2	TM	ART 6	BAND	B-WW	TM(yrbk)	SAC	GEOM(F1B)	YRBOOK	CURR
3	ART 7/8	ART 6	INTRO PER	B-BP	MEDIA	SAC	LL-6/7/8	TECH-CC	CURR
4	ART 7/8	ART 6	INTRO PER	B-BP	MEDIA X	MS	LL-6/7/8	TECH-CC	CURR
5	ART 7/8	ART 6	BAND	INTRO ORCH	MEDIA	MS	LL-6/7/8	TECH-CC	CURR
6	ART 7/8	ART 6	POLY 1,2,3	ORC 2,3	MEDIA	MS	LL-6/7/8	TECH-CC	CURR
POS	32	33	34	35	36	37	38	39	40

TEAM	E	E	E	E
teacher	M. DE LA CRUZ	A. KIM	B. TSUHA	R. NAGATA/J.S.
RM	C8	C9	C6	C10
1	E8	ALG	SCI8	TM
2	E8	ALG	SCI8	SS8
3	E8	M8	TM	SS8
4	E8	TM	SCI8	SS8
5	TM	M8	SCI8	SS8
6	E8	M8	SCI8	SS8
POS	17	18	19	20

TEAM	F	F	F	F
teacher	K. AUKAI	G. HYUN	J. FUNG	J. LILEIKIS
RM	C3	C4	Q2	C5
1	E8	M8	SCI8	TM
2	E8	M8	SCI8	SS8
3	E8	M8	TM	SS8
4	E8	TM	SCI8	SS8
5	TM	ALG	SCI8	SS8
6	E8	ALG	SCI8	SS8
POS	21+22	23	24	25

TEAM	A	B	C	D		E		
teacher	R. SAOLE	D. MAIKA	N. FERBER	M. ZINDORF	P. SCHWARTZ	Y. BENNETT	R. PASSANTINO	Y. TAKAHASHI
RM	A5	C1A	C2A	C1B	C7	C7	G1	G2
1	M6S	E6S	TME7	SCI7S	M8(C2A)	E8S	FSC	FSC
2	M6S	E6S	E7S	SCI7S	M8(Q5)	SS8S	FSC	FSC
3	M6S	SS6S	E7S	SCI7S	M7(C1B)	SS8S	FSC	FSC
4	SCI6S	SS6S	SS7S	SCI7S	TMM8	E8S	FSC	FSC
5	TMM6	E6S	SS7S	SCI8S	M7(C7)	TME8	FSC	FSC
6	SCI6S	TME6	E7S	SCI8S	M7(C1A)	E8S	FSC	FSC
POS	41	42	43	44	45	46	47	48

COUNS 6	COUNS 7	COUNS 8	SSC-10	REGISTRAR
G. YAJI	V. FUJITANI	M. DOUGHERTY	M. MURAMOTO	R. UYEUNTEN
49	50	51	52	53

PRINCIPAL	VP	TA PRINC.	VP
	A. SZKOTAK	D. TSURUDA	M. HUTTON
54	55	56	57

sy 18-19 acfin positions	
33	Teachers
3	SpEd(reduced allocation)
1	SAC/MS
1	Learning Lab
2	Counselors
1	Outreach Counselor
3	Art VI- math
5	SpEd
3	Coordinators
1	Registrar
3	VP
1	Principal
57	total staff

6TH 291
7TH 263
8TH 306
TOTAL 860

Team Leader
Department Head

TM/DEPT	ELA	MATH	SCIENCE	SS	PE/WL	FINE ARTS	SPED	COUNS
A	H. NA	M. NAGATA	P. KANG	A. OKIHARA	A.ATKINS	Z. MORITA	R. SAOLE	
B	S. BROWN	L. BULAHAN	A. MASUDA	E. HIRATA	M. EBISUYA	J. TAM	D. MAIKA	YAJI
C	M.SULLIVAN	J. AYABE	D. CORREA	A. SANDERS		W. FANNING	N. FERBER	
D	L. YCO	M. KUNITA	D. BROWN	B. FREEMAN	K. KAWADA	M. ZINDORF		FUJITANI
E	M. DE LA CRUZ	A. KIM	B. TSUHA	R. NAGATA/JS	S. NAGATA	T. TAKARA	Y. BENNETT	
F	K. AUKAI	G.HYUN	J. FUNG	J. LILEIKIS	K. BURGESS	A. KIM	B. LIN	DOUGHERTY
			J. WU		D. HIRATA	FUJIMORI	P. SCHWARTZ	

NIU VALLEY MIDDLE SCHOOL BELL SCHEDULE

The school will officially be open to students at 7:55 a.m. every school day.
The school office will be open between 7:30 a.m. - 4:00 p.m. daily except holidays.
Student should take care of business in the front office prior to 4:00 p.m.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WARNING BELL	7:55	7:55	7:55	7:55	7:55
HOMEROOM	8:00 - 8:10	8:00 - 8:05	8:00 - 8:05	8:00 - 8:05	8:00 - 8:10
PERIOD	**1** 8:15 - 9:10	**6** 8:10 - 9:00	**5/15** 8:10 - 9:00	**3** 8:10 - 9:00	**2/12** 8:15 - 9:10
RECESS	9:10 - 9:25	9:00 - 9:15	9:00 - 9:15	9:00 - 9:15	9:10 - 9:25
PERIOD	**2** 9:30 - 10:25	**1/11** 9:20 - 10:10	**6/16** 9:20 - 10:10	**4** 9:20 - 10:10	**3/13** 9:30 - 10:25
PERIOD	**3** 10:30 - 11:25	**2/12** 10:15 - 11:05	**1** 10:15 - 11:05	**5** 10:15 - 11:05	**4/14** 10:30 - 11:25
LUNCH 1st BELL	11:25 - 11:35	11:05 - 11:15	11:05 - 11:15	11:05 - 11:15	11:25 - 11:35
LUNCH 2nd BELL	11:35 - 12:05	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45	11:35 - 12:05
PERIOD	**4** 12:10 - 1:05	**3/13** 11:50 - 12:40	**2** 11:50 - 12:40	**6** 11:50 - 12:40	**5/15** 12:10 - 1:05
PERIOD/ADVISORY		**4/14** 12:45 - 1:35	**ADVISORY** 12:45 - 1:15	**1/11** 12:45 - 1:35	
PERIOD/ADVISORY	**5** 1:10 - 2:05	**ADVISORY** 1:40 - 2:05		**ADVISORY** 1:40 - 2:05	**6/16** 1:10 - 2:05
DISMISSAL	2:05	2:05	1:15	2:05	2:05
TEACHER PREP/ MEETING TIME	2:10 - 2:55	2:10 - 2:55	1:20 - 2:55	2:10 - 2:55	2:10 - 2:55

Throughout the year, special bell schedules will be announced due to various needs and events.

Niu Valley Middle School

School Code: 139

Grades   6-8

School Status and Improvement Report   School Year 2017-18

School Address:

Niu Valley Middle School
310 Halemaumau Street
Honolulu, Hawaii 96821

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Niu Valley Middle School (NVMS) was founded in 1955 and is located in East Honolulu. It serves the communities of Hawaii Kai, Kuliouou, Hawaii Loa Ridge, Wailupe Valley, Aina Haina and Waialae-Iki Ridge. The school community is largely middle and upper–middle income level with nearly half the adult population being college graduates. In February 2010, NVMS became Hawaii's first and only public middle school authorized as an International Baccalaureate (IB) World School to deliver the IB Middle Years Programme (MYP).

The academic program is rigorous and challenges all students to meet or exceed the State Promotion Requirements. Students enroll in English Language Arts, Japanese or Mandarin Chinese, Science, Individuals and Societies, Mathematics, Fine Arts, and Physical Education. The curriculum incorporates grade-level interdisciplinary teams and an advisory program to support Middle Level Education. Students are supported through the Comprehensive Student Support System (CSSS).

STEM (Science Technology Engineering Math) programs include the Science & Engineering Fair, MathCounts, Junior Pythagoras Night, Young Einstein Night, Science Olympiad, First Lego Robotics, VEX Robotics, Solar Sprint, Jr. Engineering Expo, and a newly formed Coding club and STEM club. Fine Art programs include the Arts Faire, performance at Carnegie Hall in 2017, Parade of Bands & Orchestras, Solo & Ensemble Festival, Select Band & Orchestra Programs. Extra-curricular Athletics include Cross Country, Volleyball, Basketball, Soccer, Futsal, and new Wrestling program.

Facilities support learning in a technological environment. A new 4-classroom World Language building was approved by the State with the projected start date in 2019. Each classroom including PE, band, music, and the arts have a class set of either Macbooks, chromebooks, or iPads available for student use. The renovation of the library to an Innovation Learning Center was completed in 2018 with the addition of two 3D printers, movable tables and chairs allowing flexible grouping, and the installation of two additional monitors allow for teacher and student collaboration.

Parent and Community involvement is evident with the Friends of Niu Valley and the Parent-Community Networking Coordinator.

The Western Association of Schools and Colleges (WASC) has accredited NVMS until June 30, 2019.

NVMS has hosted the U.S. Department of Education/Congressional Delegation, students and teachers from Korea, Japan, Okinawa, and China to promote international mindedness.
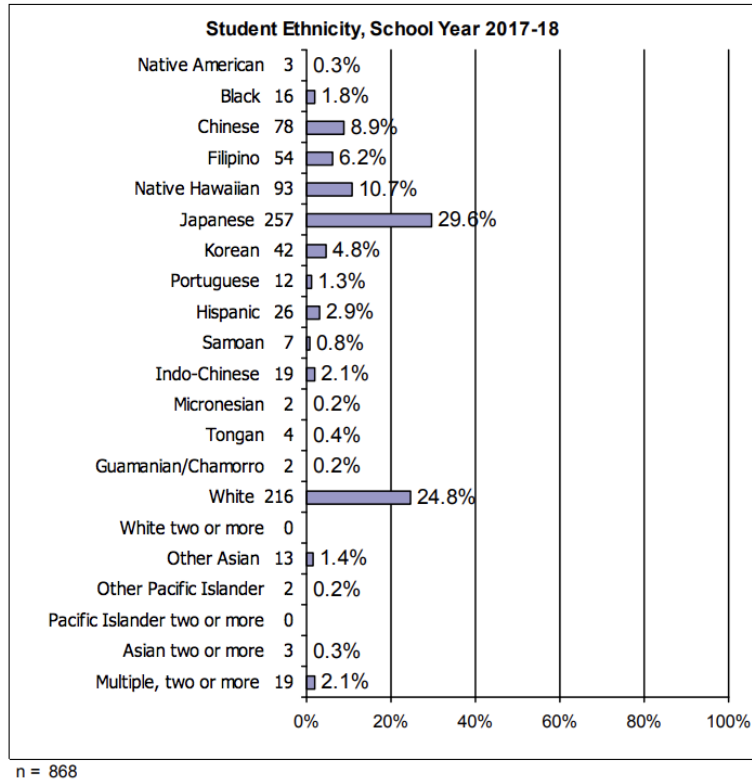
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School Setting

Student Profile

School year	2015-16	2016-17	2017-18
Fall enrollment	908	916	868
Number and percent of students enrolled for the entire school year	861 / 94.8%	869 / 94.8%	830 / 95.6%
Number and percent of students receiving free or reduced-cost lunch	128 / 14.0%	110 / 12.0%	110 / 12.6%

	2015-16	2016-17	2017-18
Number and percent of students in Special Education programs	78 / 8.5%	89 / 9.7%	83 / 9.5%
Number and percent of students with limited English proficiency	15 / 1.6%	14 / 1.5%	18 / 2.0%

Note. -- means missing data.
      * means data not reported to maintain student confidentiality (see FERPA).
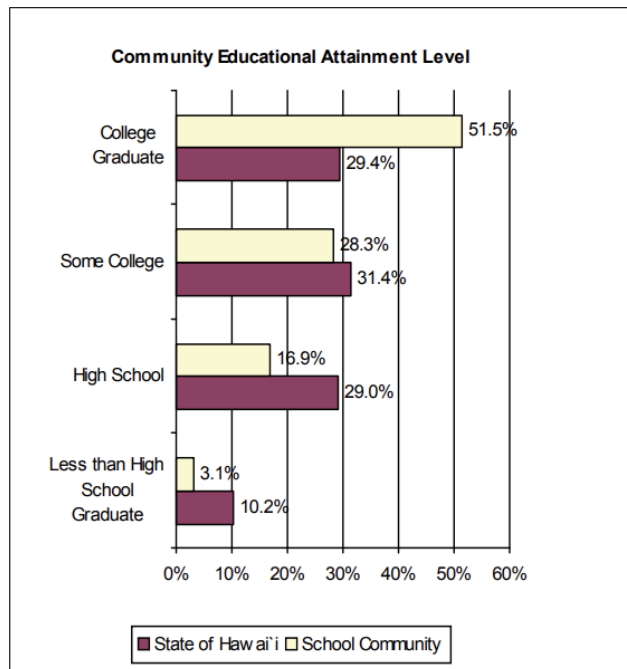   ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2017-18

Ethnicity	Count	Percent
Native American	3	0.3%
Black	16	1.8%
Chinese	78	8.9%
Filipino	54	6.2%
Native Hawaiian	93	10.7%
Japanese	257	29.6%
Korean	42	4.8%
Portuguese	12	1.3%
Hispanic	26	2.9%
Samoan	7	0.8%
Indo-Chinese	19	2.1%
Micronesian	2	0.2%
Tongan	4	0.4%
Guamanian/Chamorro	2	0.2%
White	216	24.8%
White two or more	0	
Other Asian	13	1.4%
Other Pacific Islander	2	0.2%
Pacific Islander two or more	0	
Asian two or more	3	0.3%
Multiple, two or more	19	2.1%

n = 868

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School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Kaiser HSC Complex	School Community	State of Hawai`i
Total population	32,920	1,360,301
Percentage of population aged 5-19	16.7%	18.4%
Median age of population	46.0	38.6
Number of family households	9,141	313,907
Median household income	$111,249	$66,420

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	51.5%
Some College	31.4%	28.3%
High School	29.0%	16.9%
Less than High School Graduate	10.2%	3.1%

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School Improvement

Summary of Progress

Academic Review Team (ART): The role of the Leadership Team as the ART is to help develop the Academic Financial Plan (AFP) and also to monitor the implementation of the State Department of Education's Strategic Plan and Implementation Plan targeting work around the 3 high impact strategies of Strategic Planning, Strategic Thinking, and Strategic Action.

Western Association of Schools and Colleges (WASC): Having completed its one-day mid-term visit, the school continues to work on the areas of need as identified by the last WASC visiting committee and continue to do the self-study to prepare for the accreditation visit next school year.

International Baccalaureate Middle Years Programme (IBMYP): Recently reauthorized, the school continues to work at implementing the IBMYP with fidelity, embrace the IB Mission, is currently doing the self-study next year to prepare for the reauthorization visit next year.

Common Core State Standards (CCSS): The English Language Arts and Mathematics teachers have integrated the CCSS into their curriculum with IB criteria. Teachers of other subject areas will begin to formally incorporate reading with the appropriate text complexity and academic language and ensured that 70% of writing for each grade level is informative/explanatory and argumentative.
Comprehensive Student Support System (CSSS): The school is currently using CSSS to support students. To reach the systematizing level, the school needs to ensure it is consistently meeting the needs of students and applying the Response to Intervention (RTI) process.

Next Generation Science Standards (NGSS): The Science department will begin modifying their curriculum to integrate the NGSS into their units with IB criteria. The integration of the NGSS will provide a shift from the memorization of scientific facts to actually doing science and having students pose questions and discover answers for themselves.

Collaborative Inquiry Teams (CIT): The SLO process and data team process were combined to help teachers make the connection of using assessment marks/scores to select instructional strategies and to determine their effectiveness. This year, the school deepened their practice of data teams by emphasizing the collaborative aspect through "collaborative inquiry teams." Teachers met quarterly and used student work as a means to dialog about the instructional strategies that they implemented in their subject areas. Teachers then reflected about their learning in an exploration log that documented their ongoing professional development.

Science Technology Engineering Math (STEM): The IB subject area Design is integrated into the Core Subject areas through interdisciplinary units. The school is looking to expand its networking with community, corporate, and high education partners.

Educator Effectiveness System (EES): The school fully implements the Educator Effectiveness System.

Induction & Mentoring (I & M): The school utilizes the district full release mentors. As an IB school, the IB coordinator supports teachers in the implementation of the IB MYP and serves as a mentor to teachers new to the programme. School level support for teachers includes grade-level content partners, department heads, coordinators, and administrators.

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)	45.0
Regular Instruction, FTE	82.2%	37.0
Special Instruction, FTE	17.7%	8.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	45
Teachers with 5 or more years at this school	18
Teachers' average years of experience	11.2
Teachers with advanced degrees	18

Professional Teacher Credentials

Fully licensed	88.8%	40
Emergency hires	11.1%	5

Students per Teaching Staff [*]

Regular Instruction	21.2
Special Instruction	10.3

[*] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE [*]	9.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

[*] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors
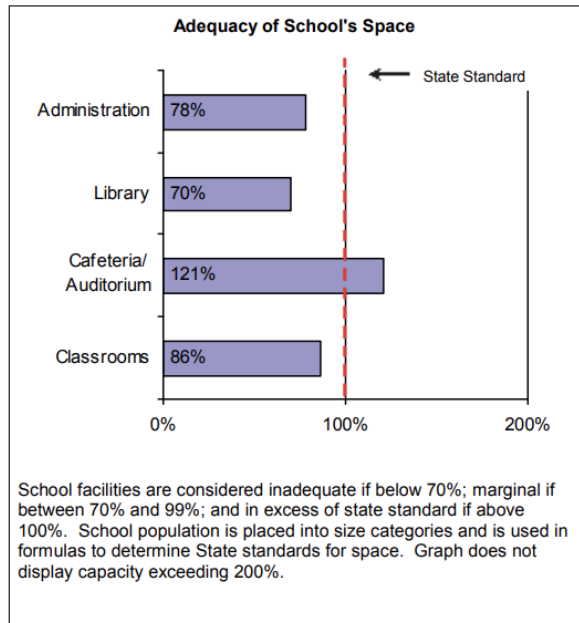
Facilities

School Year Ending 2018

Classrooms available	39
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Adequacy of School's Space

← State Standard

Administration | 78%
Library | 70%
Cafeteria/Auditorium | 121%
Classrooms | 86%

0%   100%   200%

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Note. -- means missing data.

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2017	68.6%	74.4%	80.4%	78.2%	62.6%	68.9%
	2018	80.3%	69.0%	77.5%	73.7%	65.2%	64.2%
Well-Being	2017	62.1%	73.3%	89.8%	86.7%	66.4%	66.9%
	2018	76.9%	70.4%	84.8%	82.2%	--	--
Satisfaction	2017	47.9%	65.9%	75.7%	78.9%	65.2%	73.5%
	2018	79.3%	66.2%	73.4%	76.9%	--	--
Involvement/Engagement	2017	57.4%	70.1%	76.2%	76.5%	49.0%	56.6%
	2018	76.5%	66.7%	59.4%	56.3%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2017	100.0%	84.6%	29.9%	26.5%	86.0%	68.3%
	2018	69.0%	75.9%	31.3%	24.4%	82.4%	85.7%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.
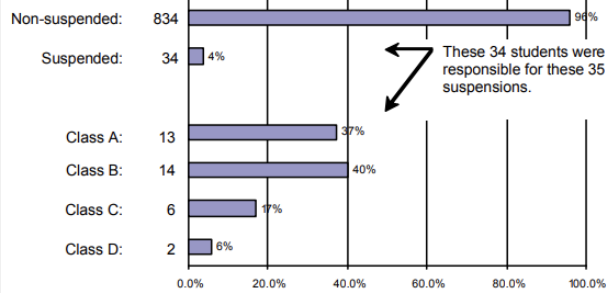
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2015-16	2016-17	2017-18	

Average Daily Attendance: %
(higher is better)

96.0%	96.3%	96.0%	**95.0%**

Average Daily Absences: in days
(lower is better)

7.0	6.5	7.1	**9**

Suspensions, School Year 2017-2018

Non-suspended:	834 96%
Suspended:	34 4%
Class A:	13 37%
Class B:	14 40%
Class C:	6 17%
Class D:	2 6%

These 34 students were responsible for these 35 suspensions.

Examples of class of suspension:
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.
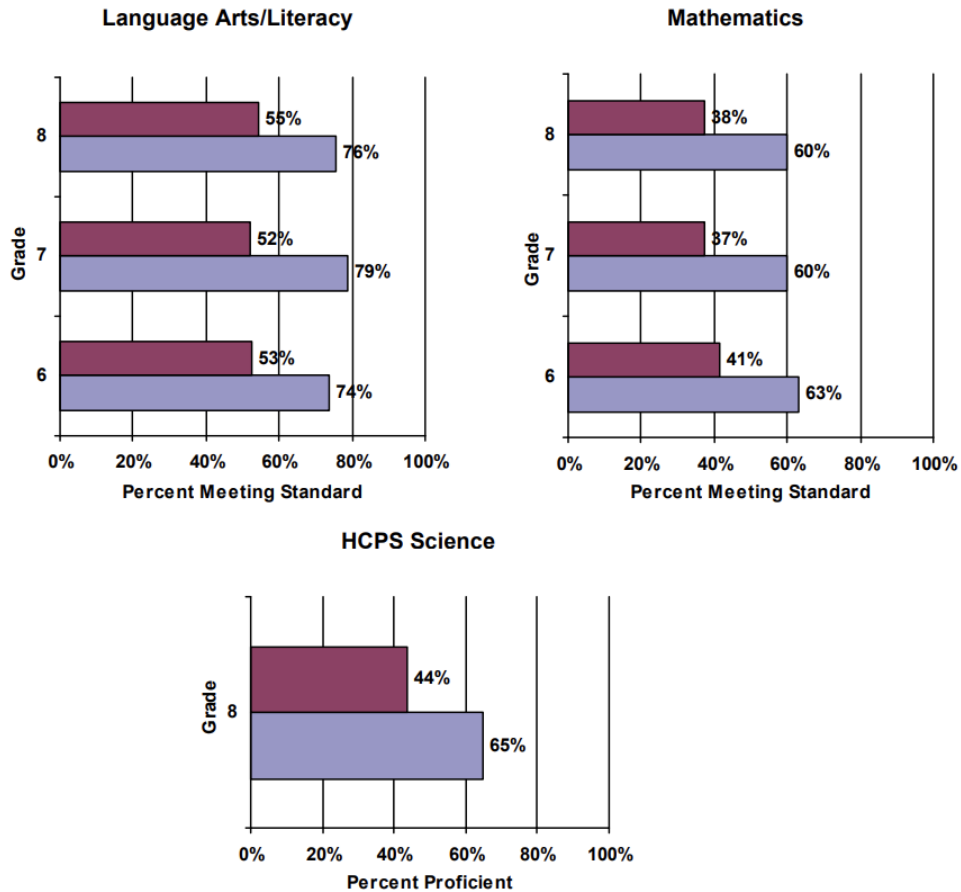
Retention

	2016	2017	2018
Total number of students	267	276	262
Percent retained in grade	0%	0%	0%

Note. -- means missing data.
     *   means data not reported to maintain student confidentiality (see FERPA).

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Vital Signs

Hawaii Statewide Assessment Program

Language Arts/Literacy

Grade 8: 55% (State), 76% (School)
Grade 7: 52% (State), 79% (School)
Grade 6: 53% (State), 74% (School)

Percent Meeting Standard

Mathematics

Grade 8: 38% (State), 60% (School)
Grade 7: 37% (State), 60% (School)
Grade 6: 41% (State), 63% (School)

Percent Meeting Standard

HCPS Science

Grade 8: 44% (State), 65% (School)

Percent Proficient

The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.

■ School   ■ State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Niu Valley Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2019.

Published on November 23, 2018.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.

IB/WASC Focus Groups

	Staff	Department	Team
Lead	Uyeunten, Robin	Support	
Co-Lead	Fanning, Wayne	Arts- Music	C
1	Sullivan, Maya	ELA	C
2	Kim, Allyson	Math	E
3	Okihara, Alexis	SocSt	A
4	Lileikis, Joe	SocSt	F
5	Zindorf, Miranda	SPED Sci	D
6	Burgess, Keiko	WL	F
7	Yaji, Gavin	Counseling	A/B

Curriculum

	Staff	Department	Team
Lead	Atkins, Angela	PE	A
Co-Lead	Fujimori, Dori	Support	
1	Na, Hanna	ELA	A
2	Ayabe, Jolie	Math	C
4	Sanders, Angelica	SocSt	D
4	Maika, David	SPED ELA	B
5	de la Cruz, Musashi	ELA	E
6	Kim, Amanda	Arts	F
7	Kang, Paul	Science	A
8	Takara, Taryn	Media	E
	Ling, Tad	ELA	F

Instruction

	Staff	Department	Team
Lead	Brown, Scott	ELA	B

Co-Lead	Bulahan, Lyn	Math	B
1	Masuda, Alec	Science	A
2	~~Nagata, Rick (retired)~~	SocSt	E
3	Freeman, Brian	SocSt	D
4	Nagata, Shawn	PE	E
5	Lin, Bruce	Counseling	F
6	Wu, Jessie	WL	
7	Passantino, Randi	SPED	
8	Takahashi, Yuko	SPED	
9	Shimabuku, Joey	SocSt	E
10	Ling, Tad	ELA	F

Assessment

	Staff	Department	Team
Lead	Yco, Lourena	ELA	D
Co-Lead	Fung, Jennifer	Science	F
1	Hyun, Gina	Math	F
2	Hirata, Ednie	SocSt	B
4	Correa, Dallas	Science	C
5	Kunita, Maylyn	Math	D
6	Tsuha, Beth	Science	E
7	Morita, Zachary	Arts (Music)	A
8	Fujitani, Valerie	Counseling	C/D
9	Ferber, Nadine	SpEd- ELA	C
10	Kawada, Kyle	PE	D

Student Support

	Staff	Department	Team
Lead	Uwaine, Sean	Support	

Co-Lead	Muramoto, Marc	Support	
1	Aukai, Kala	ELA	E
2	Nagata, Maika	Math	A
3	Schwartz, Paul	SPED-Math	E
4	Saole, Rustin	SPED-M/Sc	A
5	Bennett, Yvonne	SPED-ELA	E
6	Brown, Darrah	Science	D
7	Tam, Jeff	Arts	B
8	Ebisuya, Meagan	WL	B
10	Dougherty, Maya	Counseling	E/F

Administration:

Ahn, Laura   Principal
Szkotak, Andrew   Dean of Students, Gr 8 Vice Principal, IB MYP Coordinator
Hutton, Maryn   Gr 6 Vice Principal
Tsuruda, Derrick   Gr 7 Vice Principal

Other Support:
Lee, Gwen   Curriculum Coordinator, ACS WASC Self-Study Coord
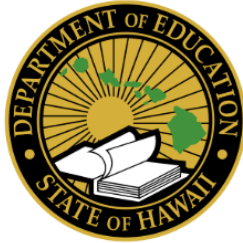
Three-Year Academic Plan 2017-2020

Niu Valley Middle School

310 Halemaumau Street
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Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● International Baccalaureate (IB) Authorization
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
● Other: Middle Level Education Learning
	1. Need: Revisit and refine the components of middle level education implementation
	Students' perception of the school shows a decline
	- SSIR 2015-2016 School Quality Survey Student Positive Responses (compared to 2014-2015)
	    Safety- 67.9% (-3.7%)
	    Well-Being- 69.4% (0)
	    Satisfaction- 72.7% (-4.8%)
	    Involvement/Engagement- 53.9% (-1.6%)
	- Increase in number of teachers new to the school (transfer, change in occupation/residence, retirement) indicate a need to consistently address and implement middle level education components in order to provide a safe and caring environment for learning
	- Association for Middle Level Education Sample Survey was administered in Fall 2017 since there was no student component in the School Quality Survey (SQS). Overall an average of 75% of students responded favorable to the 16 middle school characteristics which addresses well-being and a well-rounded education.
	
	2. Need: Address International Baccalaureate Middle Years Programme Self-Study and Re-Authorization and WASC Self Study in the areas of Curriculum, Instruction, and Assessment
	- Curriculum: build quality curriculum that is rigorous, engaging and relevant to real world application
	- Instruction: support future focused learners with tools of technology
	- Assessment: construct assessments aligned to IB objectives, Common Core Standards, HCPS to support academic success
	- Smarter Balanced Assessment and HSA data
	
	  o ELA: Proficiency Math: Proficiency

ELA: Proficiency

Grade	2014-15	2015-16	2016-17
Gr 6	76%	77%	73%
Gr 7	72%	72%	70%
Gr 8	76%	63%	61%

Math: Proficiency

Grade	2014-15	2015-16	2016-17
Gr 6	74%	73%	67%
Gr 7	66%	73%	60%
Gr 8	66%	61%	57%

o Science: Proficiency

Grade	2014-15	2015-16	2016-17
Gr 8	65%	61%	64%

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- SY 2015-16 WIDA Access Test scores indicate 11 of 33 (33%) meeting overall proficiency level and exited ELL services. Therefore, there is a greater need to address the IDEA student subgroup.
- SY 2016-17 WIDA Access Test scores indicate 5 of 19 (26%) meeting overall proficiency level and exited ELL services.

Data from LDS:

	% of students proficient (levels 3 or 4)		
	2014-2015	2015-2016	2016-2017
SBA ELA—non IDEA	78.7%	74.5%	75%
SBA ELA—IDEA	9.80%	12.73%	8.3%
SBA ELA- ELL	10%	8%	37%
SBA Math—non IDEA	72.9%	73.3%	68%
SBA Math—IDEA	6.9%	3.5%	10.0%
SBA Math- ELL	50%	80%	57%
HSA Science- non IDEA	75%	67%	70%
HSA Science- IDEA	12%	6%	17%
HSA Science- ELL	0%	17%	60%

ACT EXPLORE READING RESULTS:
- 1. Out of the 158 students scoring proficient (15 points or higher) in ACT EXPLORE Reading--SY 2013-2014: 2 are IDEA students
- 2. Out of the 225 students scoring proficient (15 points or higher) in ACT EXPLORE Reading-SY 2014-2015: 3 are IDEA students

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SBA Math- ELL	50%	80%	57%
HSA Science- non IDEA	75%	67%	70%
HSA Science- IDEA	12%	6%	17%
HSA Science- ELL	0%	17%	60%

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2017-2018→ 2018-2019	**Year 1 Reflection:**
Where are we and where we're headed	Last school year as we developed the Three Year Academic Plan , it was important to design our new plan in accordance with the State Strategic Plan. In doing so, we aligned the focus of our Academic Plan as an IB Middle School. During the first quarter of school year 2017-18, our new superintendent, Dr. Kishimoto, introduced the State's Implementation Plan. School Design, Student Voice, and Teacher Collaboration which were and continue to be seamlessly addressed in our plan. Being an IB Middle School keeps us accountable to not only ensuring a relevant and rigorous curriculum for student success and achievement, but to also focus on building positive relationships to meet the social emotional learning needs for all students.

Building and sustaining a positive school culture is key as we continue to work together to support all learners. Principal Tajima continues to support all teachers and administrators in pursuing one's professional passion while being professionally responsible in addressing compliance issues. Passions support student success, staff success, and successful systems of support.

Learning principles underlie our decision-making and actions.

Beliefs: "Say"	Actions: "Do"	Outcomes
- Trust - Respect - Ownership - Choice - Time - Risk-taking - Modeling - Hands-on "Learn by doing" - Metacognition- Reflection	- Informed Decision-making - Established Purpose - Intentional Actions - Focused Learning	Voice Collaboration Engagement Growth Mindset Innovation Empowerment Relevance, Rigor, Relevance

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Our Year 1 Progress at a Glance:

Goal/Desired Outcome	Enabling Activities	Assessment Rating for Year 1
		Highly Developed Developing Meets Expectations Emerging
Goal 1 Implementation of Middle Level Education components	- Interdisciplinary teaching and learning - Advisory; address GLOs, IB Learner Profile, Ha; address social emotional well-being	*Developing* • Interdisciplinary units are created and implemented in each grade level + More consistency and relevance to be worked on Evidence: Units documented in ManageBac, Evidence binders, teams presentations at workshops • Revised advisory program developed and implemented across all grade levels SY 2017-2018 + Refinement of advisory lessons with grade level specific program addressing developmental needs Evidence: Lessons created and documented (Google drive) by Middle Level coord., Student-led Conference data, various activities/lessons by teachers/teams
Quality Curriculum	- Unit revision through the IB Building Quality Curriculum (BQC) process	*Meets Expectations* • Sampling of units across the curriculum and grade level were submitted for IB BQC review and received specific feedback for consideration + Continue BQC process as a system to continually review all units throughout the year Evidence: Documented checklists and units reviewed
Proficiency reading increase for SpEd students	- Implementation of iReady	*Developing* • Implemented iReady and needed to refine use and establish protocol for consistency and effectiveness + Continue to use as a resource consistently and monitor for effectiveness in supporting students Evidence: Data records
Integration of technology	- G-Suite for Education	*Meets Expectations* • All teachers have implemented Phase I use of Google

			Classroom by setting up classes and posting assignments/announcements + Continue with use of tools and apps Evidence: Records
Goal 2 Collaborative Inquiry Team (CIT)	- CITs instead of Data team process		*Meets Expectations* • All teachers participated in a CIT and focused on a common goal determined by each team, quarterly meetings + Refine CIT process to provide more clarity and structure in order to effectively engage in collaborative discussions to best support students Evidence: CIT documentation, Exploration Log entries, oral feedback
Professional Development (PD)	- Participation in various PD opportunities - PD proposal process		*Meets Expectations* • All teachers participated in school PD learning opportunities, PD proposals submitted based on needs and choice + Continue with PD process; attention to need areas (EL) Evidence: Attendance sign in, Exploration Log entries, PD Proposal submissions
Goal 3 Aligned WASC and IB Plan	- IB/WASC Self study		*Developing* • All teachers met in self-study groups, and assessed IB Standards in departments + Continue Self-study process Evidence: Focus group documented work, Depts IB Standards assessments
School culture for innovation	- Google Classroom - G-Suite for Education and apps - Redesign of library to Innovation Learning Center (ILC) - Support of innovative proposals		*Meets Expectations* • All teachers created and have at minimum basic use of Google Classroom • ILC Phase I completed • Innovative ways for PD and funding proposals, staff development, procedures and order of business + Continue to refine and seek innovative ways of how we

			think and do things Evidence: ILC flexible learning space, Funding and PD proposals, CIT, use of Google Apps in classrooms and meetings, Pineapple Board, ePortfolio-SLC (gr 6)
	System Organization	- Feedback used from assessments (surveys, protocols) - Department and Team Action plans in response to Academic Plan	*Meets Expectations* • Feedback used to revise and clarify tasks and implementation areas of school improvement/practices + Continue to assess initiatives and practices Evidence: Surveys, assessments used, documents • All depts and teams set goals and are assessed quarterly + Refine process and develop standardized plan template for consistency Evidence: Dept and Team assessed action plans
	Transitions	- Articulation and planning with multiple groups for varying purposes	*Meets Expectations* • Sessions with various groups throughout the year, monthly complex meetings, transition initiatives + Continue to refine and develop additional transition supports for students Evidence: Documentation of meetings

The school's 2017-2020 Three Year Academic Plan is an innovative approach in addressing student success and achievement for all. Key focus areas provide the direction for school improvement while providing flexibility and choice. A revised leadership plan and additional key positions have brought about a renewed sense of ownership in the process of creating and implementing the Academic Plan, as well as, taking ownership in the WASC focus on learning process.

The school has gone through and continues to go through changes in staff which impacts stability for growth. Additionally change can be difficult for most but critical in order for growth. We do anticipate few more staff changes as we head into Year 2 but we feel our 3-Year Academic Plan ensures all staff will be able to implement with necessary support. Findings from our current self-study will provide insights to better inform decisions, practices and implementation of our plan.

We continue to refine and adjust as we pursue our vision of Niu Valley Middle School.

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Admin (Sean Tajima, Andrew Szkotak, Marlyn Hutton, Derrick Tsuruda), ART Lead (Derrick Tsuruda), ART Team (DHs & Coords.: Yvonne Bennett, Scott Brown, Lyn Bulahan, Wayne Fanning, Valerie Fujitani, Jennifer Fung, Gwen Lee, Rick Nagata, Shawn Nagata, Corey Sumida, Sean Uwaine, Jessie Wu	1. System Organization (Well-Rounded Education)
2. Sean Uwaine (SAC/Middle School Coord), Gwen Lee (Curriculum Coordinator)	2. Middle Level Education (Well-Rounded Education/Whole Child)
3. Andrew Szkotak (IB Coordinator)	3. International Baccalaureate Middle Years Program IBMYP (Well Rounded Education)
4. Admin, Gwen Lee	4. Focus on Learning: Organization, Curriculum, Instruction, Assessment, School Culture and Support for Student Personal and Academic Growth (Well Rounded Education)
5. Admin, ART Team	5. Student Achievement (Transitions)
6. Admin, Gwen Lee	6. Collaborative Learning Teams (Inclusive Practices)
7. Admin, Gwen Lee , Corey Sumida	7. Professional Development (Well Rounded Education)
8.	8.

Goal 1: **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

☐ *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ *Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ *Objective 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

☐ *Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**
• A safe and nurturing environment for learning, ensuring the challenge of a rigorous and rich curriculum, and working collaboratively result in full implementation of all middle level education components • A process for continuous re-examination of curriculum,instruction, and assessment in order to support student success result in being fully accredited by WASC • An assessment of current IBMYP implementation and the addressing of need areas, including unit review process, to validate the delivery of an IBMYP result in reauthorization as IBMYP school. • Student empowerment and innovation	● **Middle Level Education:** (Source: *This We Believe: Keys to Educating Young Adolescents*, the position paper of the Association for Middle Level Education.) We strive to: ➤ develop each student's capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen; ➤ offer the very best of programs and practices ; ➤ ensure our students are engaged in learning that is relevant, challenging, integrative, and exploratory; ➤ support our students as they face significant life choices and to make wise and healthy decisions; ➤ ensure our students thrive academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved; and, ➤ serve as educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth. ● **Western Association of Schools and Colleges (WASC):** The school continues to work on the areas of need as identified by the last WASC visiting committee and continues to prepare for the next full-self-study in SY 18-19. The four critical areas of need are: ● Develop a school-wide action plan with specific outcomes, tasks, persons responsible, means to assess improvement, and timelines, e.g. WASC Action Plan ● Implement training and administrative direction regarding protocols, processes, and procedures for data teams

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	- Systematize practices by establishing a school-wide leadership team to look at school-wide data and promising practices for the purpose of improving achievement for all students - It is critical to get all stakeholders involved in the FOL process. Stakeholders must be active participants in discussions, decisions and conclusions drawn during the process. Member of the staff and community, including parents, classified staff, and students are school stakeholders. Additional recommendations after the one day mid-term visit included: - Critical Areas #2 and #3: It would be helpful if the entire process is documented, beginning with the role of the ART and Leadership team for schoolwide data, what actions the team takes with the analyzed data, the relationship to and impact on the EES and the teachers' SLO, what information/message/expectations is provided to all teachers, then the process the school will use to gather (a) information on the extent of usage with fidelity and (b) data on both the impact on change in teachers' instructional practices and improved student achievement. - Critical Area #4: Clarify the extent, type, and depth of feedback sought and used when the report is "shared" with stakeholders. Increase the level of student input. **International Baccalaureate Middle Years Programme (IBMYP):** As a school implementing IBMYP, we must follow the IBMYP Programme standards and practices that all IBMYP schools world-wide follow. The International Baccalaureate Organization (IBO) sends out members to evaluate the school's programme based on how the school implements the Programme standards and practices. In SY 17-18, we commence our required IBO Self-Study and prepare for our 2018 reauthorization visit. The IBO self-study and evaluation process measures schools' ongoing development of the MYP. The self-study is a process of formal reflection involving all stakeholders within the school community in order to enhance the implementation of the IB program. Within this process, NVMS is expected: - to determine our assessment of the implementation of the program, according to the Programme standards and practices and program requirements - to identify our major achievements during the period under review and to identify practices that need further development. - The Self-Study is evidence based, drawing on our existing school documentation and reflecting actual practice at NVMS during the period under review (SY 2013-2018). As part of the Self-Study, we are required to include our responses to the IBO Matters to be Addressed (7) and Recommendations (40) from the 2013 evaluation report.

	• To ensure that the IBMYP Matters to be Addressed and the Recommendations are addressed, these items have been included in this document.
	• The school continues to work at implementing the IBMYP with fidelity, and to embrace the IB Mission.
	  The IB mission statement:
	    The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
	    To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
	    These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
	• The school vision and mission statement as of SY 2016-17: The vision of NVMS is to prepare our students with the mind and character to be self-reliant, reflective, and compassionate young adults in a global community. Our mission is to strive to provide a rigorous, relevant, holistic education where all students practice international-mindedness as stewards of our world and its people.
	• In January 2018 of the SY 2017-2018, our faculty had revised our school's vision and mission to incorporate each teacher's passion for education.
	Vision: We envision a generation of young adults with the compassion, competence, and character to succeed in a global community to make a better world. **Mission:** We provide a rigorous, relevant, holistic education where all students learn to become a positive change in the world.
	    #makeyourmark #inspirepassion #bethechange

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Implementation of the middle level education components to address and support success for the whole child	Strengthen teaming and interdisciplinary teaching and learning to support students' learning Revisit and refine advisory including addressing GLOs, IB Learner Profile, Hā, and goal setting to address the social and emotional well-being of students	**2017-2018**	Gwen Lee, Corey Sumida, Marlyn Hutton, Andrew Szkotak, Derrick Tsuruda (Counseling dept DH) Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	75% of students will engage in interdisciplinary learning units as evidenced by summative task evidence and results collected and reviewed on a quarterly basis during the 2017-18 school year 80% of students in each team will have a positive sense of belonging as indicated by survey at the end of the 2017-18 school year 95% of students in each grade level will achieve academic success and transition to the next grade level at the end of the 2017-18 school year School Quality Survey (SQS) will show a 10% positive student response increase from

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Quality Curriculum	Revise units of study to be challenging and rigorous in order to support student engagement and achievement through the process of IBMYP Building Quality Curriculum		Andrew Szkotak Andrew Szkotak	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	the 2016-17 SQS results in all areas at the end of the 2017-18 school year All content area teachers will submit IBMYP units of study for collegial review evidenced by documentation by the end of each quarter of the 2017-18 school year One unit of study per department will be submitted for review to IB by October 25, 2017 IB reviewed units with have documented evidence of teacher reflections based on feedback received and documented reflections after implementation of unit at the end of the 2017-18 school year
Proficiency increase in the area of reading comprehension for SpEd students	Implement instructional practices, including supplemental programs, to increase reading comprehension skills		Randi Passantino	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	75% of students with disabilities will monitored quarterly and demonstrate a growth trend of 10% in their base STAR scores by the end of the 2017-18 school year
Positive learning culture and engaged student learning	Integrate technology in the curriculum and use Google's		Corey Sumida	☐ WSF ☐ Title I ☐ Title II ☐ Title III	75% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned

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with the integration of technology	G-Suite for Education			☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	via Google Classroom monitored quarterly) at the end of the 2017-18 school year
Goal 1- 2018-2019					
Implementation of the middle level education components to address and support success for the whole child	Assess areas to further strengthen in order to improve and provide best support student achievement	**2018-2019**	Sean Uwaine, Gwen Lee, Corey Sumida, Andrew Szkotak Sean Uwaine, Valerie Fujitani Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	80% of students will engage in interdisciplinary learning units as evidenced by summative task evidence and results collected and reviewed on a quarterly basis during the 2018-19 school year 85% of students in each team will have a positive sense of belonging as indicated by survey at the end of the 2018-19 school year 95% of students in each grade level will achieve academic success and transition to the next grade level at the end of the 2018-19 school year Middle Level Education Survey will show a 10% positive student response increase from the 2017-18 MLE results in all areas at the end of the 2018-19 school year

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Positive learning culture and engaged student learning	Support student voice by engaging students in assessment as learning		Admin, Gwen Lee, Corey Sumida, Sean Uwaine		75% of students will have their own choice in demonstrating new understanding and learning; and reflecting upon personal insights and knowledge, at least once in the 2018-19 school year
Quality Curriculum	Continue Building Quality Curriculum process to ensure units of study to be relevant and rigorous in order to support student engagement and achievement with a focus on formative learning strategies and relevancy		Admin, Gwen Lee		100% of the teachers will have at least one unit, implemented with a focus on formative learning instructional strategies and relevancy engaging students
Literacy proficiency increase for identified gap students	Continue implementation of instructional practices to increase literacy skills		ART		75% of identified gap students will demonstrate a quarterly growth trend of 10% from their base STAR scores
Positive learning culture and engaged student learning with the integration of technology and innovation	Continue technology integration and innovation in the curriculum and use Google's G-Suite for Education		Corey Sumida		80% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned via Google Classroom monitored quarterly) at the end of the 2018-19 school year

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Goal 1: 2019- 2020					
Full implementation of the middle level education components to address and support success for the whole child	Sustain implementation of a positive learning culture for focused future learners Empower and engage students to have a voice in contributing to the advisory program	**2019-2020**	Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	School Quality Survey (SQS) will show a 5% positive student response increase from the 2018-19 SQS results in all areas at the end of the 2019-20 school year
Positive learning culture and engaged student learning with the integration of technology	Continue integration technology in the curriculum and use Google's G-Suite for Education		Corey Sumida	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	85% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned via Google Classroom monitored quarterly) at the end of the 2019-20 school year

Goal 2: Staff Success. [Niu Valley Middle School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ☐ *Objective 1: Focused Professional Development -* *Develop and grow employees to support student success and continuous support.*
- ☐ *Objective 2: Timely Recruitment and Placement -* *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- ☐ *Objective 3: Expanded Professional Pipeline -* *Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.*

Outcome: By the end of three years,	Rationale:
School –wide Professional Development Plan: • A redesigned Data Team process to a Collaborative Inquiry Team model in order to focus on working collaboratively in order to examine student data and inform instructional practices for student academic success. • Professional Learning Communities in order to best support needs of teachers, by providing both whole staff and individual choice sessions, based on goals of the school and personal needs. This includes attending conferences addressing Middle Level Education, IBMYP, Technology. • Teacher empowerment and learning to support future forward learners	WASC Critical Areas of Need: • Implement training and administrative direction regarding protocols, processes, and procedures for data teams Middle Level Education: • Serve as educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

Positive culture for learning	Coordinate and implement Professional development session with Connie Kamm: Building a Positive Culture for Learning; joint collaborative session with Kaiser High School	**2017-2018**	Admin, Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Teacher reflection at the end of the session during the 2017-18 school year
Collaborative Inquiry teams to increase student achievement	Coordinate and implement Professional development session with Connie Kamm: Collaborative Inquiry teams Establish and implement Collaborative Inquiry teams to examine student work and determine instructional implications to increase student success (grade level content area partners)		Admin, Gwen Lee, DHs		Teacher reflection at the end of the session during the 2017-18 school year 100% of teachers will document quarterly learning evidence and instructional implications to support student success during the 2017-18 school year Students will demonstrate proficiency SBA ELA: 2017-18 → 80% meet SBA Math: 2017-18→ 75% meet HCPS Science: 2017-18→ 61% 100% of students will be monitored quarterly and demonstrate a growth trend of their base Reading and Math STAR scores by the end of the 2017-18 school year 100% of grade 6 and grade 7 students will be monitored

					quarterly and demonstrate a growth trend of their base Reading TeenBiz Lexile scores by the end of the 2017-18 school year
Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward learning	Provide professional development opportunities for teachers to attend conferences, workshops, or training sessions in the areas of IB, Common Core Standards implementation, Middle Level Education, Problem-Solution learning, Formative Learning, technology innovation Provide professional development opportunities on site, whole staff and individual choices, that enhance teachers' understanding, knowledge, and instructional practices in order to support diverse learners. Such professional development opportunities include in service trainings on school PD days, ELL and SpEd workshops sponsored by HIDOE ELL , SpEd district office, NVMS staff		Gwen Lee, Corey Sumida, Andrew Szkotak, Jessie Wu (ELL DH), Randi Passantino (SpEd DH)	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will maintain an ongoing Exploration log documenting professional development learning during the 2017-18 school year 10% increase of teachers meeting ELL requirements by the end of the 2017-18 school year 100% of teachers will share a selected professional development practice with students and receive feedback (student survey, student reflections) upon implementation during the 2017-2020 school years

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Goal 2: 2018-2019					
Collaborative Inquiry teams to increase student achievement	Continue Collaborative Inquiry Teams focusing on literacy achievement and formative learning by examining student work and determining instructional implications to increase student success (grade level content area partners)	2018-2020	Admin, Gwen Lee, Corey Sumida, Andrew Szkotak	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Students will demonstrate proficiency: SBA ELA: 2018-19→ 83% meet 2019-2020→ 85% meet SBA Math: 2018-19→ 76% meet 2019-2020→ 77% meet HCPS/Next Gen-Science*: 2018-19→ *to be determined 2019-2020→*to be determined 100% of students will be monitored quarterly and demonstrate a growth trend of their base Reading and Math STAR scores by the end of the 2018-20 school years 100% of non IDEA and resource IDEA students in grades 6-8 will be monitored quarterly and demonstrate a growth trend of their base Reading Lexile using NewsELA and CommonLit scores by the end of the 2018-20 school years
Continuous professional development to support teachers in curriculum,	Continue professional development opportunities for teachers to attend conferences, workshops, or training sessions in the areas of Common Core		Admin, Gwen Lee, Corey Sumida, Sean	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA	100% of teachers will maintain an ongoing Exploration log documenting professional development learning during the 2018-2020 school years

instruction, and assessment for future forward learning	Standards implementation, Middle Level Education, Problem-Solution learning, Formative Learning, technology innovation Continue professional development opportunities that enhance teachers' understanding, knowledge, and instructional practices in order to support diverse learners. Such professional development opportunities include in service trainings on school PD days, Formative Learning: Assessment as and of learning, ELL and SpEd workshops sponsored by HIDOE ELL , SpEd district office, NVMS staff and students		Uwaine	☐ Homeless ☐ CTE ☐ Other ☐ N/A	10% increase in number of teachers meeting ELL requirements by the end of the 2018-19 school year; 10% increase in number of teachers meeting ELL requirements by the end of the 2019-20 school year 100% of teachers will share a selected professional development practice with students and receive feedback (student survey, student reflections) upon implementation during the 2017-20 school years

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Goal 3: **Successful Systems of Support.** The system and culture of ==Niu Valley Middle School== works to effectively organize financial, human, and community resources in support of student success.

- ☐ *Objective 1: Innovation* - *Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*
- ☐ *Objective 2: Adequate and Expanded Resources* - *Secure adequate resources to support school and community-based plans for student success.*
- ☐ *Objective 3 Efficient and Transparent Supports* - *Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.*

Outcome: By the end of three years,	Rationale:
• An established system to engage all stakeholders in the continual progress of the school • A protocol to examine learning progress and implications for action • A process to empower teachers to develop a plan of action in response to the school's Academic Plan focused on student success	WASC Critical Areas of Need: ● Develop a school-wide action plan with specific outcomes, tasks, persons responsible, means to assess improvement, and timelines, e.g. WASC Action Plan ● Systematize practices by establishing a school-wide leadership team to look at school-wide data and promising practices for the purpose of improving achievement for all students ● It is critical to get all stakeholders involved in the FOL process. Stakeholders must be active participants in discussions, decisions and conclusions drawn during the process. Member of the staff and community, including parents, classified staff, and students are school stakeholders

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Aligned WASC and IB Action plan	Develop an action plan aligning WASC focus on learning components and IB Evaluation components for self-study	2017-2018	Admin, Gwen Lee, Andrew Szkotak	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of school community role groups will provide feedback by the end of the 2017-18 school year
	Implementation of WASC and IB action plan	2018-2019 2019-2020	Admin, Gwen Lee, Andrew Szkotak		10% positive yearly increase in the School Quality Survey by all role groups by the end of the 2018-2019 and 2019-2020 school years
School culture for innovation	- Implement innovative instructional practices including use and implementation of Google apps (G-Suite) and other apps and strategies to support formative learning	2017-2020	Admin, Corey Sumida, Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Yearly proficiency increase in SBA Reading and Math; HCPS/NGSS Science for the 2017-2020 school years
	- Utilize flexible learning spaces and resources, including the ILC, for student collaboration, ownership, choice, and differentiated tasks - Support PD proposals that support teachers to design curriculum and instruction that provide student ownership, choice and voice	2017-2020	Corey Sumida		Increase of positive responses compared to previous year in the Middle Level Education Survey and Tripod Survey by students during the 2017-2020 school years
			ART		

System organization	Develop and use a protocol to continually assess the progress of the school's goals using data in order to make revisions as needed and to address areas of need		Admin, ART		Document quarterly review of the school's progress during the 2017-2020 school years
	Develop and implement department and team action plans in response to Academic Plan's desired outcomes and enabling activities and to monitor progress and student success		Admin		Documentation of department and team action plans with progress monitoring by the end of each quarter during the 2017-2020 school years
Complex Transition Plan for student success	Develop and implement Kaiser Complex Schools' Transition plan		Admin, DHs		Documentation of Transition plan execution during the 2017-2020 school years
	Continue monthly complex meetings: principals and coordinators; counselors		Admin, DHs		Documentation of SY 2017-18 monthly agenda and minutes
	Develop a plan for students transitioning to Kaiser High School				SY 2017-2018 documentation of high school Transition plan
	Implement a 2018-2019 transition plan for students transitioning to Kaiser High School				SY 2018-2019- Quarter 1: 75% of Grade 8 students transitioning to high school College and Career ready and receive grades of C or higher
			Admin, ELA and Math DHs		

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	Develop a plan for students transitioning from elementary feeder schools		Admin, Andrew Szkotak, DHs	SY 2017-2018 documentation of Elementary feeder schools Transition plan
	Implement a 2018-2019 transition plan for students transitioning from elementary feeders school		Admin, Andrew Szkotak	SY 2018-2019- Quarter 1: 85% of Grade 6 students, transitioning from elementary feeder schools, receive grades of C or higher
	Continue Math and ELA articulation and collaboration with Grade 5 feeder schools		Admin, Andrew Szkotak	Agenda and minutes submitted twice a year for SY 2017-2018
	Continue articulation and collaboration with all Kaiser High School's IBMYP staff		Admin, Gwen Lee	Agenda and minutes submitted from each department twice a year for SY 2017-2018
	Continue articulation with Kaiser High School's IBMYP Coordinator and expand as an IBMYP Collaborative Learning team with all Kaiser Complex Schools			SY 2017-18 Monthly agenda and minutes; Collaborative Learning Team log
	Plan and engage in a Kaiser Complex Schools' WASC Collaborative Learning Team			Quarterly Agenda and minutes; Collaborative Learning Team log