

# Hilo High School Academic Plan SY 2024-2025

556 Waianuenue Avenue  
808 313-5500

<https://www.hilohs.k12.hi.us>

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

Submitted by Principal Jasmine Urasaki	
<i>Jasmine Urasaki</i>	

Approved by Complex Area Superintendent Esther Kanehailua	
<i>[Signature]</i>	4/12/24



**VIABLE QUALITY CURRICULUM**

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

**Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

*To add additional information, please insert a new row as needed.*

Grade Level / Course Name	English Language Arts	Mathematics	Science (SY 28-29 required)	Social Studies (SY 28-29 required)
Grade 9-12	Houghton Mifflin Harcourt, Into Literature			
Algebra I, Algebra II, Geometry		Imagine Learning, Illustrative Mathematics		
FSC grade 9-12 (Certificate Track)	Teachtown	Teachtown		

**SCREENING ASSESSMENTS**

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.



Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
[9-12]	Other: ▾ Interim SBA	Other: ▾ Interim SBA
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾



**IDENTIFIED SCHOOL NEEDS**

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: [2023-2024], Next Full Self-Study: [2024-2025]
- Other current accreditation self-study

**Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.**  
*“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”*

*To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

<b>1</b>	<p><b><u>Student Need:</u></b> For the past three years, achievement and growth has been flat and well below state expectations across all content areas (Math, ELA, Science).</p> <p><b><u>Root/Contributing cause(s):</u></b> Through standing up our Academies and providing professional development on problem-based learning we are working towards differentiating classroom instruction and evidence-based instruction through a data-informed process that includes an accountability piece to support students at their current levels.</p> <p>(The school lacks the structure and support for delivering high quality interventions. The school lacks a data driven decision making system that focuses on the individual student within our Academies/Departments )</p>
<b>2</b>	<p><b><u>Student Need:</u></b> Achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large</p> <p><b><u>Root/Contributing cause(s):</u></b> Through standing up our Academies and providing professional development on problem-based learning we are working towards differentiating classroom instruction and evidence-based instruction through a data-informed process that includes an accountability piece to support students at their current levels.</p>



(The school lacks a data decision making system/process that includes an accountability piece. The school lacks support and resources needed to implement differentiated instruction and evidence based instruction.)

**3** **Student Need:** Chronic absentee Rate has decreased from SY21-22 to 22-23 from 26% to 12.5%, however, this is still well above the State chronic absentee rate expectation of 9%.

**Root/Contributing cause(s):** Through the implementation of problem-based learning coupled with the refinement of our multi-tiered system of support within our academies, we will be able to address student engagement, improve our attendance policies, and build partnerships with parents and the community to decrease our chronic absenteeism rate.

(There is a lack of student engagement in all classrooms. There is a lack of relevance and rigor in the classrooms. There is a lack of reciprocal respect between students and staff. There is a lack of parent and community communication and partnerships with the school about the necessary skills students need to succeed in school)

**4** **Student Need:** In the past 2 years, student discipline has been on the rise with use of tobacco products, drugs, and alcohol.

**Root/Contributing cause(s):** We are focused on supporting our students through smaller learning communities to develop relationships, access programs and support, and teach curriculum to address the needs of our community in relation to the rise of addictive behaviors.

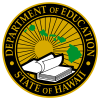
(There is a lack of holistic support in schools and for families to help address mental health and addictive behaviors among adolescents)



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><b>Targeted Subgroup:</b> <a href="#">Students with Disabilities (SPED)</a></p> <p><b>Identified Student Need(s):</b> Achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large</p>
2	<p><b>Targeted Subgroup:</b> <a href="#">English Learners (EL)</a></p> <p><b>Identified Student Need(s):</b> Achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large</p>



# Priority 1 High-Quality Learning For All

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
--	---	--	--	--

**Strat Plan Measures:**  
 Data disaggregated by student group (Sped, EL) (1.1.4)  
 % of EL's who are meeting or on track to meet EL proficiency (1.1.4)  
 % of ES with transition activities for newly entering Ss (1.1.5)

**HWCA Focus Measures**  
**Indicator 3:** % of Ss w/IEP's that participate in state assessment  
 % of Ss w/IEP's that are proficient on state assessment progress  
**Monitoring Measurement:** iReady/Star  
**Indicator 5:** % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day  
**Measurement:** Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)



<p><b>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p> <p>1.1.4.01 - Increase SBA scores by 2% in reading and math, annually.</p> <p>1.1.4.02 - At least 80% of our sped students will participate in the SBA.</p> <p>1.1.4.03 - Annually, SPED students who score proficiency in math and ELA will increase by 2%.</p> <p>1.1.4.04 - 75% of EL students will pass the WIDA assessment, annually.</p>	<p>Through standing up our Academies and providing professional development on problem-based learning we are working towards differentiating classroom instruction and evidence-based instruction through a data-informed process that includes an accountability piece to support students at their current levels. (RC1)</p>	<p>EA 1.1.4.01 (1) Administer universal screener (SBA Interim) to all students at least 3x a year <b>Leads</b> - Department Heads (DH), Academy Leads (AL), and Testing Coordinator</p> <p>EA 1.1.4.01 (2) Increase SBA Interim scores in reading and math by 5% from BOY to EOY. <b>Leads</b> - PLCB and Administrators</p> <p>A. Build a strong Tier 1 for all students</p> <ol style="list-style-type: none"> <li>a. All ELA and Math Departments will use a state approved viable curriculum</li> <li>b. All students will receive evidence based differentiated instructional strategies integrated in all lessons and in all classes to increase engagement                     <ol style="list-style-type: none"> <li>i. Scaffolding (I do, we do, you do) coupled with explicit instruction through multiple forms of instruction</li> <li>ii. Check ins with students (4 at the door +1 more) to include bell work</li> <li>ii. Formative Assessments (exit slips)</li> </ol> </li> <li>c. 100% of teachers will use sheltered instruction strategies, ie. pair/share, turn and talk, cooperative groupings</li> </ol> <p>B. Develop a Data Team process using a continuous improvement cycle (Plan, Do, Check, Act)</p> <ol style="list-style-type: none"> <li>a. Departments will review and determine priority standards for each core content area</li> <li>b. Departments will determine the skills needed to meet proficiency with the priority standard.</li> <li>c. Departments will create Common Formative Assessments based on their priority standards</li> <li>d. A Department Data sheet will be developed by the departments and vetted using <a href="#">Hilo High School Decision Making Flowchart</a></li> </ol>	<p><i>Universal screener participation rate</i></p> <p><i>Disag. Universal screener % meeting typical growth</i></p> <p><i>Support Log</i></p> <p><i>Activity Surveys</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$7,000</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$13,000</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
--	--	---	---	---





	<p>We are focused on supporting our students through smaller learning communities to develop relationships, access programs and support, and teach curriculum to address the needs of our community in relation to the rise of addictive behaviors. (RC1&amp;3)</p>	<p>e. The Department data sheet will be used by the departments to plan implementation of department wide strategies to increase student achievement.</p> <p>C. Adjust our written Positive Behavior Interventions and Supports (PBIS) and specifically adjust the Response to Intervention (RTI) process to align with our Academy meetings</p> <ul style="list-style-type: none"> <li>a. PLCB Team will review the current RTI process and make recommended changes based on our wall to wall academies.</li> <li>b. The recommended changes will be vetted using the <a href="#">Hilo High School Decision Making Flowchart</a></li> </ul> <p>EA 1.1.401 (3) Family &amp; Community Engagement activities: <b>Lead</b> - EC, PLCB, Administrators, Parent Liaison (Orlando Ujano)</p> <p>A. All teachers will use the Hilo High School Planner as a communication tool with parents</p> <p>B. The school will communicate with community on upcoming activities via Hilo High Website under the Community Tab, social media accounts, KVIKS, and parent letters home</p> <p>C. Academies will create community partnerships with at least 2 local businesses or community members.</p> <p>EA1.1.402 SPED specific activities (e.g. EBP's) <b>Leads</b> - SPED DH &amp; Administration (VP)</p> <p>A. SPED Department will monitor SPED students who participate in the SBA</p> <p>B. Test Coordinator and SPED department will plan and schedule time for SPED students to make up missed SBA</p> <p>EA1.1.403 SPED specific activities (e.g. EBP's) <b>Leads</b> - SPED DH &amp; Administration (VP)</p> <p>A. <a href="#">Sped draft plan</a></p>		<p>1.1.401 A - WSF: \$7,000 B - WSF: \$4,000</p> <p>1.1.402</p> <p>1.1.403</p>
--	---	--	--	--



		<p>B. SPEDNA results will be used to develop and adjust the SPED Plan</p> <p>EA1.1.404 EL specific activities (e.g. EL Success Initiative, ESL/ELD)</p> <p>A. <a href="#">Hilo Waiakea Complex Area EL Action Plan</a></p> <p>B. <a href="#">Hilo High School Comprehensive EL Plan</a></p> <ul style="list-style-type: none"> <li>a. Implementing collaborative learning practices , so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English</li> <li>b. Developing a system to provide high quality support and collaboration, opportunities to improve EL instructional practices.</li> </ul>		<p>1.1.404</p> <p>(IDEA: \$13,000)</p>
--	--	--	--	--



<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.1.5.01 - At least 91% of freshmen will be promoted to 10th grade.</p>	<p>Through standing up our Academies &amp; providing professional development on problem-based learning we are working towards differentiating classroom instruction and evidence-based instruction through a data-informed process that includes an accountability piece to support students at their current levels. (RC1&amp;4)</p>	<p>EA 1.1.5 Transition activities for students entering ninth grade: <b>Leads</b> - Freshman Academy Leads and Administration</p> <ol style="list-style-type: none"> <li>100% of entering freshman students will be placed into the Academy of Freshman.</li> <li>100% of entering freshman students will take the Transitions to High School class where they will learn academic skills that help them to be successful in school like note taking, study skills, and test taking strategies including behavior expectations (Chapter 19, Na Hopena A'o, Pride)</li> </ol> <p>EA1.1.5 Transition activities with feeder schools <b>Leads</b> - EC team</p> <ol style="list-style-type: none"> <li>100% of our Academy of Freshman Teachers will collaborate with feeder schools.</li> </ol>	<p><i>Panorama Surveys</i></p> <p><i>Off Track indicators for students in transition grades</i></p> <p><i>Diploma progress report Gr. 9</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF,</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
--	--	---	---	---



<p>By the end of SY 2024-2025, Hilo High School will continue using the NCAC National Standards of Practice to refine the effectiveness of our wall-to-wall academy model with regard to student success.</p>		<p>EA 1.2.1, <b>NSOP 1</b>, Mission and Goals. Each career academy has a written mission, goals, and benchmarks. These are developed, reviewed, available, and known by the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements:</p> <ul style="list-style-type: none"> <li>- Connect post-secondary education and career</li> <li>- Raise and maintain student aspirations</li> <li>- Increase student achievement</li> <li>- Show a commitment to equity</li> </ul> <ol style="list-style-type: none"> <li>1. Each academy ensures its mission and goals address postsecondary and career connections, student aspirations, student achievement, and equity, as defined in NSOP 1</li> <li>2. Each academy updates/writes appropriate, time-bound, specific, and measurable objectives. Goals should be reviewed regularly and used to improve the academy and student achievement (including measures of ACT, SBA, Biology EOC, attendance, and/or GPA)</li> <li>3. Each academy gathers evidence the mission, goals, and associated benchmarks were developed/reviewed collaboratively and included input from a range of relevant stakeholder groups (academy students, parents, faculty and staff, partners, and advisory board members).</li> </ol>	<p><i>Academy meeting minutes</i></p> <p><i>Academy meeting minutes</i> <i>Academy Leads meeting minutes</i></p> <p><i>Academy meeting minutes</i> <i>Advisory board meeting minutes</i></p>	
---	--	---	--	--



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
--	---	--	--	--

**Strat Plan**  
 % of Ss attending 90% or more days of instruction  
 % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors  
 # of schools, state and complex area offices that have completed the Hā orientation and/or training

**HWCA Focus Measures**  
**Indicator 5: LRE:** Appropriate transition between and within schools for SWDs **Measurement:** Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).  
**Indicator 4: Suspension:** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.  
**Progress Monitoring Measurement:** a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of students who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.

1.2.1. All students desire to and attend school regularly.  1.2.1.01 - Hilo High School's chronic absentee	Through the implementation of problem-based learning coupled with the refinement of	EA 1.2.1 (1) Attendance proactive strategies: <b>Leads</b> - Administration (VP) and RTI Team A. 100% of teachers will implement at-least one engagement strategy in their classroom a. Check ins with students (4 at the door +1 more) to include bell work b. <a href="#">Feedback</a>	Academy meeting minutes, Academy student concerns	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$
--	---	--	---	---



<p>rate will decrease by 5% by the end of the school year 2025.</p>	<p>our multi-tiered system of support within our academies, we will be able to address student engagement, improve our attendance policies, and build partnerships with parents and the community to decrease our chronic absenteeism rate.(RC1&amp;4)</p>	<p>B. 100% of teachers will use sheltered instruction strategies, ie. pair/share, turn and talk, cooperative groupings</p> <p>C. Hilo High School will build an Effective School Wide Attendance Team (eSWAT). The team should include at least one Academy Member from each Academy, Administrator, Resource Teacher, Parent Involver, and Student.</p> <ol style="list-style-type: none"> <li>1. The eSWAT will develop an Attendance Program to include proactive and intervention strategies as well as a progress monitoring system.</li> <li>2. The eSWAT will help with the development and progress monitoring of the schools attendance program.</li> </ol> <p>EA 1.1.4 (4) Family &amp; Community Engagement activities:  <b>Leads</b> - Administration (VP) &amp; RTI Team</p> <p>A. Hilo High School will build an Effective School Wide Attendance Team (eSWAT). The team should include at least one Academy Member from each Academy, Administrator, Resource Teacher, Parent Involver, and Student.</p> <ol style="list-style-type: none"> <li>1. The eSWAT will develop an Attendance Program to include proactive and intervention strategies as well as a progress monitoring system.             <ol style="list-style-type: none"> <li>a. Specifically focusing on proactive strategies by connecting with community members for their support (i.e. prizes, advertising the importance of attending school regularly, communication with school personnel)</li> </ol> </li> </ol>		<p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>
---	--	---	--	--



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>1.2.2.01 - Smoking, Illicit Drugs, and Intoxication infractions will decrease by 25%.</p> <p>1.2.2.02 - Office referral infractions for A &amp; B offenses will decrease by 25%.</p>	<p>We are focused on supporting our students through smaller learning communities to develop relationships, access programs and support, and teach curriculum to address the needs of our community in relation to the rise of addictive behaviors. (RC1&amp;3)</p>	<p>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations</p> <ol style="list-style-type: none"> <li>1. Hilo High School will build an Effective School Wide RTI Team (eSWRTI) who will help with the development and progress monitoring of the schools positive behavior and intervention support (PBIS) program (PRIDE Program).</li> <li>2. The eSWRTI will include at least one person on the AT, Academy members, one representative from each Academy, Administrator, Data Coach, Counselor, SBBH, Student, and any teacher interested in standing up our PBIS program.</li> <li>3. 100% of our teachers will have a classroom management plan that is shared with students and parents through their syllabus and reviewed once a semester.             <ol style="list-style-type: none"> <li>a. PD on classroom management planning (CHAMPS)</li> </ol> </li> </ol> <p>EA1.2.2(2) Behavior Intervention Strategies</p> <ol style="list-style-type: none"> <li>1. Counselors will work on developing a comprehensive schoolwide counseling plan that focuses on addressing addictive behavior, social skills, problem solving skills, communication skills, and replacement behaviors.</li> </ol>	<p>Academy data regarding interventions provided to students who show up on the academy concerns list</p> <p>PBIS data</p> <p>LEI Kulia MMSS Behavior Risk</p> <p>Disaggregated suspension rate (Indicator 4) for SPED students and EL students</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
--	---	--	---	--



<p>1.2.3. All students experience a Nā Hopena A`o environment for learning.</p>	<p>We are focused on supporting our students through smaller learning communities to develop relationships, access programs and support, and teach curriculum to address the needs of our community in relation to the rise of addictive behaviors. (RC1&amp;3)</p>	<p>EA 1.2.3 (1) Nā Hopena A`o Activities: Student Activities  <b>Leads</b> - Administration (VP)                  A. Align the following activities with Nā Hopena A`o                  a. Monthly values                  b. Smaller Learning Communities/School Teams (MS, EBD)                  c. Wellness/SEL activities                  d. Sustainability/Service activities                  e. Activities that promote inclusivity and celebrate diversity                  f. PBIS Program (Pride Program)</p> <p>EA 1.2.3 (2) Culture-based learning opportunities/activities  <b>Leads</b> - Administration, EC                  a. Learn about Place based learning                  b. Learn about Culturally relevant computing</p> <p>EA 1.2.3 (3) `Āina Aloha programs/activities  <b>Leads</b> - Administration and Hawaiian Studies Teachers                  a. Hawaiian Studies Program</p>		<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
---	---	--	--	---





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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Strat Plan</b>                      % of schools offering career exploration and development activities for students                      Number of HS students completing formal work-based learning experiences                      % of schools offering opportunities to participate in civic learning and active civic engagement                      % of first time 9th graders promoted to 10th grade on time                      Number of HS offering college and career counseling during the summer                      Additional measure TBD based on revisions to the PTP                      % of graduates earning an industry-valued credential or completing advanced coursework (e.g., Advancement Placement, IB, college-level courses).</p> <p><b>Complex-specific</b>                      9-12 High School Career Pathways                      9-12 CTE IT Pathway</p> <p><b>HWCA Focus Measures</b>  <b>Indicator 13</b> for (Middle and High Schools): <b>Goal:</b> 100% of IEPs meet Post-High School Transition audit. <b>Progress Monitoring:</b> Audit 2 IEPs a quarter that were completed in the previous quarter for quality adherence to the Monitoring and Compliance Requirements (Complex will audit).</p>				
<p>1.3.1. All students, throughout their K-12 experience,</p>		<p>EA 1.3.1 (1) High School  <b>Leads</b> - Administration (VP), CTE Coordinator</p> <ul style="list-style-type: none"> <li>• Smaller Learning Communities/Academies</li> <li>• Career Expo</li> </ul>	<p>Participation</p>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$</p>



<p>engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<ul style="list-style-type: none"> <li>• PacYES</li> <li>• JTTU</li> <li>• Service Learning Requirement</li> </ul> <p><a href="#">CTE Road Map</a></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>		<p>EA 1.3.3 (1) Opportunities to earn industry-valued credentials  <b>Leads</b> - CTE Coordinator, AL, and Administrator</p> <ol style="list-style-type: none"> <li>1. CTE Coordinator and Administrator will develop CTE Plan for each program of study.</li> <li>2. Academies will develop a plan for certifications for the students (Career Safe Certifications)</li> <li>3. Academies will plan work-based learning opportunities</li> </ol> <p>EA 1.3.3 (2) Opportunities to complete advanced coursework (e.g., AP, IB, college-level courses)  <b>Leads</b> - Counselor, AL, and Administrator</p> <ol style="list-style-type: none"> <li>1. All interested students in 11th and 12th grades will have the opportunity to register for advanced coursework.</li> </ol>	<p><i>PTP</i></p> <p><i>Enrollment in advanced coursework</i></p> <p><i>Completion of industry-valued credentials</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>



<p>1.3.4 By the end of SY 2024-2025, Hilo High School will continue using the NCAC National Standards of Practice to build and refine the effectiveness of our wall-to-wall academy model with regard to preparing all students for college and career success.</p>		<p>EA 1.3.4 (1) <b>NSOP 7</b>, Teaching and Learning. The teaching and learning within an academy meet or exceed external standards and postsecondary entrance requirements while differing from a comprehensive school by focusing learning around a career theme.</p> <ol style="list-style-type: none"> <li>1. Departments will continue to ensure the academic curriculum is framed around the national standards of practice or state-approved standards. Teachers will increase the college/career connections made in core classes and academy classes and consider how to make their curriculum more relevant to students’ post-high school goals. Emphasis will be placed on Project-Based Learning in core academic and career-themed classes.</li> <li>2. Academies will articulate their academy themes and communicate these to core and academy teachers to make it easier to embed academy themes across all courses.</li> </ol> <p>EA 1.3.4 (2) <b>NSOP 9</b>, Student Assessment. Improvements in student performance are central to each academy’s mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy’s integrity.</p> <ol style="list-style-type: none"> <li>1. Academies look at academy-level data as compared to school-level populations with respect to enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners and share this data with their advisory boards.</li> <li>2. Academies work with advisory boards to work towards at least 80% of academy students earning one or more nationally recognized industry certifications, and/or aligned postsecondary credits. A system to collect/organize this data needs to be created (either by academies or schoolwide).</li> </ol>	<p><i>Department meeting minutes</i>  <i>Academy meeting minutes</i>  <i>Teacher lesson plans</i></p> <p><i>Academy meeting minutes</i></p> <p><i>Academy meeting minutes</i></p> <p><i>Advisory board meeting minutes</i></p>	
---	--	---	--	--



		<p>3. Academies analyze data monthly during academy meeting times and quarterly with the advisory board. Academy data should include student achievement around measures of ACT, SBA, Biology EOC, attendance, and/or GPA, as well as measures of student engagement and demonstration of the GLOs/employability skills. It should be analyzed to reflect the academy's performance versus schoolwide performance and be connected to the academy's benchmarks and goals.</p> <p>4. Academies work with advisory boards to work towards at least 80% of academy students earning one or more nationally recognized industry certifications, and/or aligned postsecondary credits. A system to collect/organize this data needs to be created (either by academies or schoolwide).</p>	<p><i>Academy Data Team Leads Academy meeting minutes</i></p> <p><i>Academy meeting minutes Advisory Board meeting minutes</i></p>	
--	--	---	--	--



# Priority 2 High-Quality Educator Workforce In All Schools

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>Strat Plan</b>-% of first year and second year teachers participating in the state approved I&amp;M program                      # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p><b>HWCA Focus Measures</b>  <b>Indicator 3: Reading Proficiency:</b> Special Education teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness, Phonics, and Fluency to support Reading Comprehension <b>Progress Monitoring:</b> Pre- and Post- assessment in Passage Reading Fluency and or Word Reading Fluency.</p>				
2.1.2 All teachers are effective or receive the necessary support		EA 2.1.2 (1) Induction & Mentoring Activities <b>Leads</b> - Administration (VP) <ul style="list-style-type: none"> <li>a. Complex Area I &amp; M program</li> <li>b. School level I &amp; M activities</li> </ul>	Participation  PD Plan	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$



<p>to become effective. <i>All HW Schools</i></p>		<p>EA 2.1.2 (2) Professional Development <b>Leads</b> - Principal and PLCB</p> <ol style="list-style-type: none"> <li>21 Hours PD plan (aligned to root causes/need areas)</li> <li>Additional school PD (aligned to root causes/need areas)</li> <li>The PLCB team will use the Academic Plan to create a Schoolwide PD plan and develop a progress monitoring system by the beginning of the school year 24-25.</li> <li>NCAC training for all teachers</li> <li>NCAC In Site/On site</li> </ol> <p>EA2.1.2 (3) Collaboration with Feeder Schools <b>Leads</b> - EC</p> <ol style="list-style-type: none"> <li>Build relationships with feeder schools to foster vertical alignment</li> </ol>		<p><input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p> <p>(\$40,000) (\$3400)</p>
<p>2.1.3 By the end of SY 2024-2025, Hilo High School will continue using the NCAC National Standards of Practice to build and refine the effectiveness of our wall-to-wall academy model with regard to supporting all teachers, support staff and administrators.</p>		<p>EA 2.1.3 (2), <b>NSOP 4</b>, Faculty and Staff. Appropriate staff selection, credentialing, and cooperation are critical to an academy's success.</p> <ol style="list-style-type: none"> <li>School leadership discusses ways to address NCAC recommendations to implement a schedule so all academy teachers, including core academic teachers, teach at least 50% of their courses in only one academy.</li> </ol> <p>EA 2.1.3 (3), <b>NSOP 5</b>, Professional Development and Continuous Learning. Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.</p> <ol style="list-style-type: none"> <li>Academies include a clear focus on curricular integration (including standards and instruction) in academy meetings.</li> </ol>	<p><i>Executive council meeting minutes</i></p> <p><i>Academy meeting minutes</i></p>	



		<ol style="list-style-type: none"> <li>2. Professional development opportunities continue to be offered to support academy implementation and increased student outcomes (PBL training and teacher externships for example).</li> <li>3. Academies implement a formal onboarding process so that external partners and new staff are knowledgeable of the academy and are prepared for their roles.</li> </ol>	<p><i>CB calendar</i></p> <p><i>Academy leads meeting minutes</i></p>	
--	--	--	--	--



# Priority 3

## Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>Strat Plan</b> -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities <b>Leads</b> - Principal a. Monitor Academic Plan b. Hold two community meetings annually c. Nominate and hold elections for new members d. Complete SCC Self Assessment & Principal Survey	SCC member roster and agendas  SCC Self Assessment Survey  Principal Survey	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$









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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
--	---	--	--	--

**HWCA Focus Measures**  
**Indicator 8: Parent Involvement: Goal:** 100% of parents are provided the annual survey during the annual IEP meeting.  
**Progress Monitoring:** % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.

3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels		EA 3.3.2 (1) Communicate with the school community through school website and/or social media. <b>Leads</b> - Administration (VP), PLCB, and KVIKS	School website Social media	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
---	--	---	--------------------------------	--



★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>[If applicable, reference the root / contributing cause here]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



**APPENDIX: SCHOOL BELL SCHEDULE**

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

This section showcases [\[Insert School Name\]](#) current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

<b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	<a href="#">[Insert value]</a>
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	<a href="#">[Insert text]</a>
<b>Bell Schedule:</b> <a href="#">[Please link, embed a table, or insert an image of your school bell schedule here]</a>	