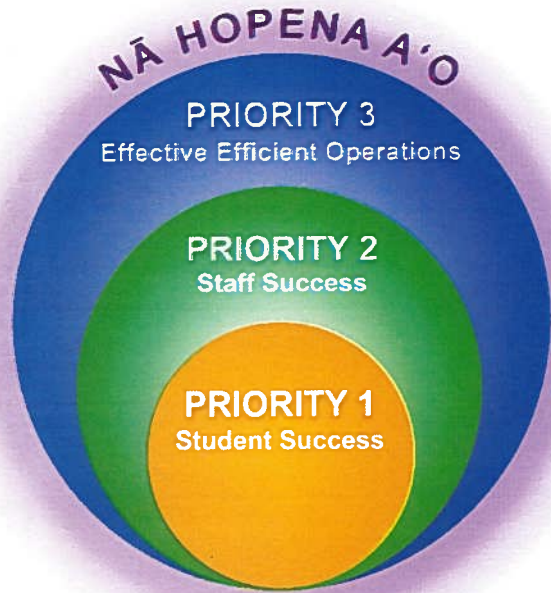






# Hilo Union Elementary Academic Plan SY 2024-2025

**506 Waianuenue Avenue Hilo , HI 96720**  
**(808)933-0900**  
**<https://www.hilounionschool.org/>**



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

Submitted by Principal Bryan Arbles	
	4.17.24

Approved by Complex Area Superintendent Esther Kanehailua	
	5/2/24



**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 25-26 required)	Social Studies (SY 25-26 required)
Kindergarten	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
1st Grade	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
2nd Grade	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
3rd Grade	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
4th Grade	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
5th Grade	Reading Wonders, McGraw Hill	Stepping Stones, Origo		
6th Grade	SpringBoard, College Board	Into Math, Houghton Mifflin Harcourt		



**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
Kindergarten	iReady ▾	iReady ▾
1st Grade	iReady ▾	iReady ▾
2nd Grade	iReady ▾	iReady ▾
3rd Grade	iReady ▾	iReady ▾
4th Grade	iReady ▾	iReady ▾
5th Grade	iReady ▾	iReady ▾
6th Grade	iReady ▾	iReady ▾



## 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) [linked here](#)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement Self Study [linked here](#)  
Last Full Self-Study: 2023 (WASC Visiting Committee Final Report [linked here](#)), Next Full Self-Study: 2029
- 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>Student Need-1:</b> Improve the school-wide attendance system that supports the needs of all students with an emphasis on improving the average daily rate of attendance and decreasing chronic absenteeism.</p> <p><b>Root/Contributing cause(s):</b></p> <ul style="list-style-type: none"> <li>• The whole school model (CSSS &amp; Healthy Habits Team) of support has worked to reduce chronic absenteeism and improve average daily attendance. To achieve the next step in our growth and improvement in this area, we must link attendance efforts to individual student needs, every day, in every classroom, with every teacher during Student Centered Data Teams (SCDT).</li> <li>• Understanding of Student Centered Data Teams (SCDT) time as “instructional time” is still evolving. It originally evolved as a by-product of COVID-19 “return to learn” and requirements for physical spacing. During this time, we added instructional personnel to support students with a focus on improving attendance, social emotional health, and academic growth to recoup learning lost due to school closure. A recent summary to clarify this and related items with our Action Policy Committee is <a href="#">linked here</a>.</li> </ul>
<b>2</b>	<p><b>Student Need-2:</b> Implement a multi-tiered system of support for both academic and behavioral concerns of students to close the achievement gap.</p> <p><b>Root/Contributing cause(s):</b></p> <ul style="list-style-type: none"> <li>• Our Student Centered Data Team (SCDT) process is not a driver for and connected to classroom instruction in all classrooms for every student. We have assigned multiple teachers and instructional personnel to all inclusion classrooms so that both teachers are able to provide on-grade level and at-ability level instruction for all students to close the achievement gap. There remain</li> </ul>



pockets of consistent application and areas of inconsistent application that align with “typical or expected student growth” in one year’s time. Consistent application and improved “typical growth” percentages for students will provide more opportunities to close the achievement gap (students on grade level) as students grow and get closer to being at or near grade level.

- Understanding of Student Centered Data Teams (SCDT) time as “instructional time” is still evolving. This individual time with students is critical to the student’s understanding of where they are at, and their motivation to improve and try their best with their teacher during classroom instruction. This time also lets the student know that the teacher cares about their growth, is aware of their ability levels, will tailor instruction to meet their growth needs, and will celebrate small victories with them along the way. This is vastly different from goal setting on iReady once a quarter to hit a target score, and is instead a consistent process to support and motivate students’ so they can see the correlation between hard work and improvement. A recent summary to clarify this with our Action Policy Committee is [linked here](#).

**3** **Student Need-3:** Engage all students in rigorous (standards aligned) and relevant (meaningful) instruction so that they are challenged to achieve beyond their comfort level (stretch learning).

**Root/Contributing cause(s):**

- Schoolwide Proficiency on State Assessment in ELA, Math, and Science is below State averages.
- All teachers may not completely understand CCSS, and are therefore not able to engage mathematical practice during math instruction, support students ability to identify and explain relevant phenomena using the same core ideas in science, and assist students with the usage of language related skills to communicate effectively.
- The school needs to ensure that all teachers are given opportunities to align curriculum both horizontally and vertically through collaboration to support each other in designing a rigorous, relevant, and coherent curriculum and instruction in each of the content areas.



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><u>Targeted Subgroup:</u></b> All Students</p> <p><b><u>Identified Student Need(s):</u></b> Improved Proficiency on State Assessment in ELA, Math, and Science</p>
2	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></p>
3	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></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 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>
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**Strat Plan Measures:**  
 % of Kinders who are assessed for K Readiness (1.1.1)  
 % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)  
 % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)  
 % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)  
 % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)  
 % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)  
 Add for ES % of 5th or 6th grade...  
 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)  
 % of MS with transition activities for Ss entering from ES to 9th grade (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>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p> <p><i>Required for all HW ES</i></p>	<p>SN-2</p>	<p>EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students.</p> <ul style="list-style-type: none"> <li>a. Identify students who are not socially/emotionally &amp; academically ready</li> <li>b. Provide all assessed as not ready with timely support via Student Centered Data Teams (SCDT)</li> <li>c. Monitor progress via Student Centered Data Teams (SCDT) and Quarterly Progress Monitoring.</li> </ul> <p>Accountability: Vice Principal of Record &amp; Principal</p>	<p>KEA participation rate</p> <p>KEA results</p> <p>SCDT</p> <p>Quarterly Progress</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>
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<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p><i>Required for all HW ES</i></p>	<p>SN-2</p>	<p>EA 1.1.2 (1) Administer universal screener to all students at least 5x a year in Reading.</p> <ul style="list-style-type: none"> <li>Identify students who are not on grade level</li> <li>Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom.</li> <li>Monitor progress via Student Centered Data Teams (SCDT) and Quarterly Progress Monitoring.</li> </ul> <p>Accountability: Vice Principal(s) of Record &amp; Principal</p>	<p>iReady participation rate</p> <p>iReady proficiency levels</p> <p>iReady typical growth percentages</p> <p>iReady stretch growth percentages</p> <p>SCDT</p> <p>Quarterly Progress</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>
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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for all HW ES</i></p>	<p>SN-2</p>	<p>EA 1.1.3 (1) Administer universal screener to all students at least 5x a year in Math.</p> <ul style="list-style-type: none"> <li>Identify students who are not on grade level</li> <li>Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom.</li> <li>Monitor progress via Student Centered Data Teams (SCDT) and Quarterly Progress Monitoring.</li> </ul> <p>Accountability: Vice Principal(s) of Record &amp; Principal</p>	<p>iReady participation rate</p> <p>iReady proficiency levels</p> <p>iReady typical growth percentages</p> <p>iReady stretch growth percentages</p> <p>SCDT</p> <p>Quarterly Progress</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>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>SN-2</p>	<p>EA 1.1.4 (1) Administer universal screener to all students at least 5x a year in Reading &amp; Math.</p> <ul style="list-style-type: none"> <li>Identify students who are not on grade level</li> <li>Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom.</li> <li>Monitor progress via Student Centered Data Teams (SCDT) and Quarterly Progress Monitoring.</li> </ul> <p>Accountability: Vice Principal(s) of Record &amp; Principal</p>	<p>iReady participation rate</p> <p>iReady proficiency levels</p> <p>iReady typical growth percentages</p> <p>iReady stretch growth percentages</p> <p>SCDT</p> <p>Quarterly Progress</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>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>SN-1 SN-2</p>	<p>EA 1.1.5 (ES) Transition support for newly entering students, and introduction of Student Centered Data Teams (SCDT) to students and families.</p>	<p>SCDT</p> <p>Quarterly Progress</p> <p>Panorama Surveys</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>



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

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>  and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <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><b>Strat Plan</b>            % 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</p> <p><b>HWCA Focus Measures</b>  <b>Indicator 5:</b> LRE: Appropriate transition between and within schools for SWDs <b>Measurement:</b> 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 -&gt; middle -&gt; high).  <b>Indicator 4: Suspension:</b> 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.  <b>Progress Monitoring Measurement:</b> 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 SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>	SN-1	EA 1.2.1 (1) Attendance proactive strategies aligned to Student Centered Data Teams (SCDT) <ul style="list-style-type: none"> <li>Apply STOIC to Open House (Individual Wednesday Parent Sessions) to support and teach parents our approach to Attendance, Social Emotional Learning, and Academic growth and support for students via our Student Centered Data Team (SCDT) process.</li> <li>Daily Data Tracking in every classroom</li> </ul>	SCDT  Quarterly Progress  Chronic Absenteeism	<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, \$



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		<ul style="list-style-type: none"> <li>• <i>Healthy Habits (school-wide) Celebrations &amp; Events</i></li> <li>• <i>Healthy Habits (classroom or grade level) Celebrations, Events, &amp; Activities</i></li> </ul> <p><i>EA 1.2.1 (2) Attendance intervention strategies aligned to Student Centered Data Team (SCDT) Folders</i></p> <ul style="list-style-type: none"> <li>• <i>Personalized student goal setting and action plans in SCDT Folders.</i></li> </ul> <p><i>Accountability: Vice Principal(s) of Record &amp; Principal</i></p>	<p><i>Average Daily Attendance</i></p>	<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>SN-1 SN-2</p>	<p><i>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations framework aligned to STOIC (Structure, Teach, Observe, Interact Positively, and Correct Fluently) and connected to daily Student Centered Data Teams (SCDT) by teachers for their students.</i></p> <p><i>EA1.2.2(2) Behavior Intervention strategies connected to the Social Emotional Learning (SEL) component of Student Centered Data Team (SCDT) Folders and connected to student support processes.</i></p> <p><i>Accountability: Vice Principal(s) of Record &amp; Principal</i></p>	<p><i>SCDT</i></p> <p><i>Quarterly Progress</i></p> <p><i>Chronic Absenteeism</i></p> <p><i>Average Daily Attendance</i></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>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>SN-1</p>	<p>EA 1.2.3 (1) Nā Hopena A`o woven (modeled) through all parts of the students day and linked to Student Centered Data Teams.</p> <p>EA 1.2.3 (2) Culture-based learning opportunities/activities</p> <ul style="list-style-type: none"> <li>Place based learning</li> <li>Culturally relevant computing</li> </ul> <p>EA 1.2.3 (3) `Āina Aloha programs/activities</p> <ul style="list-style-type: none"> <li>Hawaiian Studies Program</li> </ul> <p>Accountability: Vice Principal(s) of Record &amp; Principal</p>	<p>SCDT</p> <p>Quarterly Progress</p> <p>Chronic Absenteeism</p> <p>Average Daily Attendance</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>
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

<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>
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**Strat Plan**  
 % of schools offering career exploration and development activities for students  
 % of schools offering opportunities to participate in civic learning and active civic engagement

**Complex-specific**  
 CTE K-5 Career Connected Learning  
  
 K-5 Computer Science-Foundational

1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.  <i>Required for all schools.</i>	<span style="color: orange;">[SN-1</span>	EA 1.3.1 (1) Elementary <ul style="list-style-type: none"> <li>Career Exploration (career days, field trips, guest speakers, etc.)</li> <li>JTTU</li> <li>CTE Road Map <a href="#">linked here</a></li> </ul> <p style="margin-left: 20px;"><i>Accountability: Vice Principal(s) of Record &amp; Principal</i></p>	<i>Participation</i>	<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: __, \$
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# Priority 2 High-Quality Educator Workforce In All Schools

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

<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 17: State Systemic Improvement Plan (SSIP):</b> General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics <b>Progress Monitoring:</b> % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
2.1.2 All teachers are effective or receive the necessary support	SN-3 SN-2 SN-1	EA 2.1.2 (1) Professional Development <ul 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> </ul>	Individual Teacher 21 Hour Log	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$





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<p>to become effective. <i>All HW Schools</i></p>		<p><i>EA 2.1.2 (2) Induction &amp; Mentoring Activities</i></p> <ul style="list-style-type: none"> <li>● <i>Complex Area I &amp; M program</i></li> <li>● <i>School level I &amp; M activities</i></li> </ul> <p><i>Accountability: Vice Principal(s) of Record &amp; Principal</i></p>	<p><i>Participation</i></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>
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## Priority 3

### Effective and Efficient Operations At All Levels

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

Desired 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><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</p>				
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>		<p>EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities</p> <ul style="list-style-type: none"> <li>Monitor Academic Plan via Quarterly Data</li> <li>Hold two community meetings annually per Comprehensive Needs Assessment &amp; Academic Plan</li> <li>Nominate and hold elections for new members</li> <li>Complete SCC Self Assessment &amp; Principal Survey</li> </ul> <p>Accountability: Vice Principal(s) of Record &amp; Principal</p>	<p>SCC member roster and agendas</p> <p>SCC Self Assessment Survey</p> <p>Principal Survey</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>



★ 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>
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**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		<i>EA 3.3.2 (1) Communicate with the school community through school website and/or social media.</i>  <i>Accountability: Vice Principal</i>	<i>School websites and/or social media</i>	<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: __, \$
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**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 Hilo Union’s 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>	1080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No
<b>Bell Schedule:</b> HUS Bell Schedule <a href="#">linked here</a> <i>(*bell schedule tool says to use 4th grade as the template)</i>	