




Hilo High School Academic Plan SY 2025-2026

556 Waianuenue Avenue
Hilo, HI 96720
808-313-5500

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

- ☐ Non-Title 1 School ☒ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Jasmine Okada	
	5/5/2025

Approved by Complex Area Superintendent Esther Kanehailua	
	5/9/25

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12 - ELA-1 - ELA-2 - ELA-3 - ELA-4	'20 Into Literature ▾	Select One ▾		
Grades 9-12 - Algebra 1 - Geometry - Algebra 2	Select One ▾	9-12 Imagine Learning Illustrative Ma... ▾		
Grades 9-12 - FSC, Certificate Track	Other: ▾ Teachtown	Other: ▾ Teachtown		

NEW Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

NEW HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

REVISED UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 9-11 - ELA - Math	Other: ▾ SBA ICA, Interim Assessment	Other: ▾ SBA ICA, Interim Assessment
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

REVISED 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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024-2025

Type of Last Visit: Probation ▾

Year of Next Action: 2025-2026

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

SY 2028-29

Please identify critical student learning needs and the root/contributing cause 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need - Structure:</u> Hilo High School's ongoing refinement of its Academy model is needed to address deficiencies in operational systems and communication, exacerbated by staff transitions, while simultaneously prioritizing stakeholder engagement</p> <p><u>Root/Contributing Cause:</u> An effective academy model will provide professional development opportunities for evidence based instruction, problem-based learning, and data-informed analysis to derive differential instruction to all levels of students.</p>
2	<p><u>Student Need - Academics:</u> the low ELA and Math proficiency scores is a lack of effective instructional strategies and teacher professional development, necessitating targeted interventions such as Steele Dynamics training, Project-Based Learning, and academy collaboration</p> <p><u>Root/Contributing Cause:</u> There is a lack of student engagement, relevance, and academic rigor in the classrooms. There is a misalignment between the curriculum and standardized assessments. Furthermore, the school lacks a data driven decision making system that focuses on the individual student within our Academies/Departments.</p>
3	<p><u>Student Need - Attendance:</u> Hilo High School's ongoing attendance issues is the persistent challenge of maintaining consistent student attendance, magnified by pandemic-related disruptions, necessitating the implementation of revised policies and targeted interventions. Panorama SEL survey reports an increase in students sense of belonging since the start of the smaller learning communities. The number os suspensions has also decreased by one-half.</p>

	<p><u>Root/Contributing Cause:</u> We are focused on supporting our students through smaller learning communities to develop relationships, access programs, and support, and teach the curriculum to address the needs of our community in relation to the rise of addictive behaviors. Moreover, families have a misunderstanding around the impact of attendance on student achievement.</p>
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In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><u>Targeted Subgroup:</u> Students with Disabilities (SPED)</p> <p><u>Identified Student Need(s):</u> The achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large</p>
2	<p><u>Targeted Subgroup:</u> English Learners (ELs)</p> <p><u>Identified Student Need(s):</u> The achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large</p>
3	<p><u>Targeted Subgroup:</u></p> <p><u>Identified Student Need(s):</u></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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Strat Plan Measures: <i>Data disaggregated by student group (Sped, EL) (1.1.4)</i> <i>% of EL's who are meeting or on track to meet EL proficiency (1.1.4)</i> <i>% of ES with transition activities for newly entering Ss (1.1.5)</i></p> <p>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>				

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances (Required for all schools)</p> <p>1.1.4.01 - Increase SBA scores by 2% in reading and math, annually.</p>	<p>RC #1, 2</p> <p>WASC Growth Areas #1, 2, 3</p> <p>NSOP 7, 9</p> <p>Title I SW6</p>	<p>EA 1.1.4.01</p> <p>Data Team Process</p> <p>Continue the Data Team process using continuous improvement cycle to address the different levels of students (Plan, Do Check, Act).</p> <p>Departments will meet in data teams regularly to</p> <ol style="list-style-type: none"> ELA and Math departments will review and determine priority standards for each core content area ELA and Math departments will determine the skills needed to meet proficiency with the priority standard. ELA teachers will support their academies in the implementation of Literacy Strategies across content areas within the Academies. Departments will use these priority standards to create departmental instructional focus calendars. Departments will use the instructional focus calendars to compliment their pacing guides. All teachers will post the standard/skill they are teaching through DASH. ELA and math departments will create Common Formative Assessments based on their priority standards. The common formative assessments will be used to drive interventions. <p>Data Walls</p> <p>Administer the SBA Interim assessment to all students in Gr. 9-11 at least 3x's per year</p> <ol style="list-style-type: none"> A data wall will be updated by each academy after each interim test administration 	<p><i>Interim SBA for Math and ELA participation rate</i></p> <p><i>Interim SBA for Math and ELA data and disaggregated data.</i></p> <p><i>Classroom walkthroughs</i></p> <p><i>Pacing Guides</i> <i>Data Team Data Sheets</i> <i>Data Team Agenda and Minutes</i></p>	<p><input checked="" type="checkbox"/> WSF, \$7,000</p> <p><input checked="" 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 checked="" type="checkbox"/> IDEA, \$13,000</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>b. The data wall will be used by the departments and academies to monitor student progress, collaborate between academies, and identify students for interventions.</p> <p>Engagement Strategies Each Academy will identify a common engagement strategy that teachers will use Academy wide. (e.g., check-ins with students, feedback, meet and greet at the door)</p> <p>Identify common sheltered instruction strategy that all teachers will use schoolwide (e.g. modified language, gestures, modeling, chunking)</p> <p>MTSS 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> <p>a. Academies will review the current RTI process and make recommended changes based on the needs of the students in that academy.</p> <p>b. The recommended changes will be vetted using the Hilo High School Decision Making Flowchart</p> <p>Family & Community Engagement activities A. 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>B. Academies will maintain community partnerships through the advisory board with at least 2 local businesses or community members.</p>		<p>45</p> <p>1.1.401 A - WSF: \$7,000 B - WSF: \$4,000</p> <p>1.1.402</p> <p>1.1.403</p>
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<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>EA1.1.4.02 SPED specific activities (e.g. EBP's) Leads - SPED DH & Administration (VP) A. Test Coordinator and SPED Department will monitor SPED students who participate in the SBA B. Test Coordinator and SPED department will plan and schedule time for SPED students to make up missed SBA</p> <p>EA1.1.4.03 SPED specific activities (e.g. EBP's) Leads - SPED DH & Administration (VP) A. Sped draft plan</p> <p>EA1.1.404 EL specific activities (e.g. EL Success Initiative, ESL/ELD) A. Hilo Waiakea Complex Area EL Action Plan B. Hilo High School Comprehensive EL Plan</p> <ul style="list-style-type: none"> a. Implementing collaborative learning practices so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English b. Developing a system to provide high quality support and collaboration, opportunities to improve EL instructional practices. 		<p>1.1.404</p> <p>(IDEA: \$13,000)</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>(Required for all schools.)</i></p>	<p>NSOP 7 Title I SW6</p>	<p>Transition activities for student entering 9th grade:</p> <ol style="list-style-type: none"> 1. 100% of entering freshman students will be placed into the Academy of Freshman. 2. 100% of entering freshman students will take the Transitions to High School class where they will: <ol style="list-style-type: none"> a. 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) b. Develop 10-year plan c. Begin their Personal Transition Plan <p>Personal Transition Plan</p> <p>Map the progression of the PTP from Freshman through Senior year. PTPs will be developed through the STARs advisory and the programs of study courses.</p> <p>Transition activities with feeder schools</p> <ol style="list-style-type: none"> 1. 100% of Academy of Freshman Teachers will collaborate with feeder school for: <ol style="list-style-type: none"> a. Student data and support needs b. Vertical alignment c. Student placement in ELA, math and science 	<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"> <input type="checkbox"/> WSF, \$ <input checked="" 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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			<div>Academy meeting minutes</div> <div>Academy meeting minutes Academy Leads meeting minutes</div> <div>Academy meeting minutes Advisory board meeting minutes</div>	<div><input type="checkbox"/> WSF, \$</div> <div><input type="checkbox"/> Title I, \$</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>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</p> <p>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.</p>				
1.2.1. All students desire to and attend school regularly <i>(Required for all schools.)</i> 1.2.1.01 - Hilo High School's chronic absentee rate will decrease by 5% by the	RCS #3 Title I SW6	EA 1.2.1.01 Attendance proactive strategies: 100% of teachers will implement at least one engagement strategy in their classroom a. Classroom engagement b. Smaller Learning Communities Structure Attendance Program Hilo High School will continue the Effective School Wide Attendance Team (eSWAT). The team should include at	[List the measures and/or evidence that will be used to monitor progress here] <i>Panorama SEL Survey - Sense of Belonging</i> SQS	<input type="checkbox"/> WSF, \$ <input checked="" 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:__, \$

end of the school year 2025.		<p>least one Academy Member from each Academy, Administrator, Resource Teacher, Parent Involver, and Student.</p> <ol style="list-style-type: none"> 1. The eSWAT will refine the existing system <ol style="list-style-type: none"> a. With clear attendance procedures for teachers b. Explicit referral process into the STAR Program 2. The eSWAT will design an attendance monitoring system to identify students with attendance concerns early on. <p>Family & Community Engagement</p> <p>Leads - Administration (VP) and Academy Teachers</p> <ol style="list-style-type: none"> 1. The eSWAT will include a family and community engagement piece into our attendance program. <ol style="list-style-type: none"> 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) 	<p><i>Daily attendance rate</i></p> <p><i>Regular attendance rate</i></p>	<input type="checkbox"/> Other: __, \$
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<p>1.2.2. All students demonstrate positive behaviors at school <i>(Required for all schools.)</i></p> <p>1.2.2.01 - Office referral infractions for A & B offenses will decrease by 25%.</p>	<p>RCS #3:</p> <p>Title I SW6</p>	<p>EA 1.2.2.01</p> <p>PBIS Program/Activities, schoolwide expectations</p> <p>1. Academies to design their MTSS system that meets the needs of each of their students.</p> <p>SW Comprehensive Counseling Plan</p> <p>1. Counselors will develop a comprehensive schoolwide counseling plan that focuses on addressing addictive behavior, social skills, problem-solving skills, communication skills, and replacement behaviors.</p>	<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>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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>1.2.3. All students experience a Nā Hopena A'o environment for learning <i>(Required for all schools.)</i></p>	<p>RCS #3: Title I SW6</p>	<p>EA 1.2.3 Nā Hopena A`o Activities: Student Activities Leads - Administration (VP) and Academy Leads 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) Culture-based learning opportunities/activities Leads - Administration, EC a. Learn about place-based learning b. Learn about culturally relevant computing `Āina Aloha programs/activities Leads - Administration and Hawaiian Studies Teachers a. Hawaiian Studies Program</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" 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>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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

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).

Complex-specific

9-12 High School Career Pathways

9-12 CTE IT Pathway

HWCA Focus Measures

Indicator 13 for (Middle and High Schools): **Goal:** 100% of IEPs meet Post-High School Transition audit. **Progress Monitoring:** 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>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></p> <p>1.3.3 All students graduate high school with a personal plan for their future</p>	<p>NSOP 2, 8, 9</p> <p>Title I SW6</p>	<p>EA 1.3.1</p> <p>Provide all students with opportunities to engage with community and industry professionals through a variety of experiences.</p> <p>Use the college and career continuum to track experiences each student receives. Academy leads will use the graduate profile tracker to ensure career, college, and community readiness.</p> <p>Provide all students with opportunities to earn industry-valued credentials</p> <p>Provide 11th and 12th grade students with opportunities to complete advanced coursework (e.g., AP, IB, college-level courses</p>	<p>Participation</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures Indicator 3: Reading Proficiency: Special Education teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness, Phonics, and Fluency to support Reading Comprehension Progress Monitoring: 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 to become effective <i>(Required for all schools.)</i>	RC#1 NSOP 5 Title I SW6	Induction & Mentoring Activities: <ul style="list-style-type: none"> • A school level mentor will be provided for teachers new to the school. • Mentors and new teachers will participate in complex area and school induction and mentoring activities. • Possibility (see NSOP#5 C) - develop and implement a formal onboarding process for those new to academy roles 	[List the measures and/or evidence that will be used to monitor progress here] <i>Participation</i> <i>PD Plan</i>	<input type="checkbox"/> WSF, \$ <input checked="" 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, \$

		Professional Development Develop a professional development calendar to address PD needs: <ul style="list-style-type: none"> • PBL (Kelly Henderson) • EBP • Differential instruction • Data Teams • Priority Standards • CALC 		<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Strat Plan -% 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 <i>(Required for all schools.)</i>		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities Leads - Principal <ol style="list-style-type: none"> Monitor Academic Plan Hold two community meetings annually Nominating and hold elections for new members 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, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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 <i>All HW Schools</i> <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>		EA 3.3.2 (1)Hilo High School will communicate with parents consistently and regularly Leads - Principal <ol style="list-style-type: none"> School website School handbook Newsletters Social Media EA 3.3.2 (2) Leads - Principal Hilo High School will be open to parents feedback consistently and regularly. <ol style="list-style-type: none"> Request feedback from parents once a quarter. 	[List the measures and/or evidence that will be used to monitor progress here] School website Social media	<input type="checkbox"/> WSF, \$ <input checked="" 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>NSOP 10</p>	<p>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 successful systems of support.</p> <p>(go through the NSOPs and prioritize what we want to refine) - what's doable for SY25-26?</p> <p>Other examples:</p> <ul style="list-style-type: none"> • Insight/Onsite visits • Academy Reviews 		<p> <input type="checkbox"/> WSF, \$ <input checked="" 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>

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 High School'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](#).

Total student instructional hours per year <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>	1044 hrs
Did your school submit a SCC Waiver Request Form? Please explain.	2025-2026 Waiver Approved by the BOE
Bell Schedule:  2025-2026- Hilo High School Bell Schedule - Final - 06272024	