NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Hilo Intermediate School Academic Plan SY 2025-2026

**587 Waianuenue Avenue
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https://hilointermediate.k12.hi.us**

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

Submitted by Principal Travis Toriano	
signature	March 14, 2025

Approved by Complex Area Superintendent Esther Kanehailua	
signature	04.09.25

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 <u>comprehensive instructional program(s)</u> 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
Grade 7 (All)	'20 Into Literature ˅	enVision Mathematics Common Core ˅	Impact Science	None
Grade 8 (All)	'20 Into Literature ˅	enVision Mathematics Common Core ˅	Impact Science	None
Grade 7 (Sped)*	'20 Into Literature ˅	enVision Mathematics Common Core ˅		
Grade 7 (EL)*	Other: ˅ English 3D	enVision Mathematics Common Core ˅		
Grade 8 (Sped)*	'20 Into Literature ˅	enVision Mathematics Common Core ˅		
Grade 8 (EL)*	Other: ˅ English 3D	enVision Mathematics Common Core ˅		

NEW Please list all <u>supplementary instructional materials</u> 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
Grade 7 (All)	IXL Read 180 Grade level developed curricula	IXL ThatQuiz.org TpT purchased docs Grade level developed curricula	Envelopes of Science Awesomeness, Grade level developed curricula	Grade Level Developed Curricula (based on Hawaii & CommonCore Standards), Assignments/Content Purchased from BessPress
Grade 8 (All)	IXL Read 180 Grade level developed curricula	IXL ThatQuiz.org TpT purchased docs Grade level developed curricula	Envelopes of Science Awesomeness, PEEPS and Grade level developed curricula	Grade Level Developed Curricula (based on Hawaii & CommonCore Standards), Modified Assignments/Reading Passages/Content Purchased from TeacherDiscovery, TpT, etc.
Grade 7 (Sped)*	IXL	IXL		

	Read 180 System 44 Grade level developed curricula	ThatQuiz.org TpT purchased docs Grade level developed curricula		
Grade 7 (EL)*	Learning Upgrade The Third Quest Grade level developed curricula	IXL ThatQuiz.org TpT purchased docs Grade level developed curricula		
Grade 8 (Sped)*	IXL Read 180 System 44 Grade level developed curricula	IXL ThatQuiz.org TpT purchased docs Grade level developed curricula		
Grade 8 (EL)*	Learning Upgrade The Third Quest Grade level developed curricula	IXL ThatQuiz.org TpT purchased docs Grade level developed curricula		

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 <u>screening and/or progress monitoring assessments</u> 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
Grade 7	STAR Enterprise ▾	STAR Enterprise ▾
Grade 8	STAR Enterprise ▾	STAR Enterprise ▾
	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: Full Self-Study
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024   Year of Next Action: 2027   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ˅   Type of Next Action: Progress Report (No Visit) ˅   2030

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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	<u>Student Need:</u> **Students need consistent, high-quality tier 1 instruction to ensure equitable learning experiences and academic success.** <u>Root/Contributing Causes:</u> **There is a need to enhance consistency in tier 1 instruction** Variability and inconsistency in instructional practices and classroom management across the school affects student engagement, achievement, and behavior. This inconsistency contributes to chronic absenteeism, particularly among high-needs students, and widens the achievement gap. Additionally, the lack of schoolwide alignment in differentiated and scaffolded instruction limits equitable learning experiences in key content areas. While efforts to strengthen Tier 1 instruction have led to progress, continued focus is needed to ensure consistent and effective practices across all classrooms.
2	<u>Student Need:</u> **Students need strong, well-coordinated support systems to address their academic, behavioral, and social-emotional needs**.

	Root/Contributing Causes: <mark>There is need to Develop Robust Support Systems for Students</mark> The lack of cohesive, well-coordinated support systems limits the school's ability to foster students' holistic development and physical, mental, and emotional well-being. These include HMTSS, PBIS, SEL, middle-level education structures, RTI and Tier 2 systems, and support for academic and social transitions. These systems are essential for meeting the developmental needs of middle school adolescents. The absence of clear SEL structures and schoolwide practices that foster a sense of belonging and identity further impacts student well-being, motivation, and attendance. A stronger system of academic and behavioral supports, along with intentional efforts to build connections and engagement, is essential for student achievement.
3	**Student Need:** <mark>Students need well-supported teachers who have the resources, training, and guidance to provide effective instruction.</mark> **Root/Contributing Cause:** <mark>There is a need to strengthen support systems for teachers</mark> Teachers, particularly new hires, require more structured mentoring and coaching to enhance instructional effectiveness and classroom management. While the Spartan Academy program provides initial support for new teachers, there remains a need for ongoing professional development for all teachers tailored to instructional challenges. Without sustained support, inconsistencies in Tier 1 instruction, scaffolds, differentiation, and Tier 2 interventions persist, contributing to student achievement gaps and behavioral issues. Strengthening teacher support systems will help ensure effective instruction and a positive learning environment for all students.
4	**Student Need:** <mark>Students need instruction and interventions informed by data to ensure their individual learning needs are met.</mark> **Root/Contributing Cause:** <mark>There is a need to improve data-driven decision-making processes</mark> The school lacks a systematic approach to collecting, analyzing, and using data—both at the department level to inform instruction and at the schoolwide level through the Academic Review Team to drive overall improvement. Data teams operate inconsistently, and there is an over-reliance on summative assessments rather than formative data to guide instructional adjustments. Additionally, data is not effectively used to inform planning for the following school year or to address behavioral trends.
5	**Student Need:** <mark>Students need a clear and structured learning environment that promotes continuous growth and improvement.</mark> **Root/Contributing Cause:** <mark>There is a need to establish clear systems and structures for continuous improvement.</mark> The absence of well-defined systems and processes hinders the effective implementation of key initiatives and alignment with state educational priorities. While leadership has made progress, clearer prioritization, a more defined organizational structure, improved communication, and a shared vision are needed to drive coordinated efforts. Strengthening policies, clarifying roles, and improving communication will ensure all stakeholders—staff, students, families, and the broader community—are informed and engaged. Specifically, enhancing parent engagement is critical to fostering stronger partnerships and supporting student success. Establishing a structured approach to continuous school improvement will support ongoing reflection, data-driven decision-making, and sustainable progress toward long-term goals.

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.

Strat Plan Measures:

% 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)

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)

***Desired Outcome:* Mathematics Proficiency**
 	
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.
 	
Required for all HW ES and MS
 	
EA 1.1.3 (1)
Goal: To identify and support students below grade level in math using a Universal Screener and data-driven interventions aligned with the HMTSS framework.
 	
EA 1.1.3 (2)
Goal: To enhance math comprehension and application by integrating math concepts into all subject areas.
	Need to enhance consistency in Tier 1 instruction: variability in teaching practices affects student math achievement.
	
	Need to develop robust support systems for students: lack of a cohesive HMTSS framework and RTI hinders math success.
	
	Need to improve data-driven decision-making processes: lack of systematic data use to inform math instruction.
		EA 1.1.3 (1) Universal Screener & HMTSS: Administer universal screener to all students at least 4x a year and implement tiered, data-driven academic support to increase proficiency and close the achievement gap in math. *(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up)* **(SW6)**
		Accountable Leads: Kelson, Ige
		
		1. **Identify student who are not on grade level**
		   a. Leverage SBA Math Data for Strategic Planning: Analyze SBA Math, STAR, and IXL data to guide curriculum development and inform instruction and interventions.
		   b. Universal Screening: Administer the STAR screener four times per year. Use baseline STAR data (from August) and ongoing IXL Diagnostic Arena assessments to identify student needs and progress monitor.
		   c. Student Identification: Use SBA, Lei Kūlia, and STAR data to identify students 2+ grade levels behind. Collaborate with HW Complex to verify placements for incoming 7th graders.
		2. **Provide all assessed as not on grade level with timely support** *(describe)*
		   a. Tier 2 Interventions: Enroll identified 7th graders in the Math/Reading Workshop; Develop Tier 2 plan for 8th graders.
		   b. Math Lab Support: Use a dedicated Math PPT to provide in-class and tutoring support.
		   c. Targeted Skill Support: Use IXL Diagnostic to generate individualized skill recommendations; require Smart Scores of 80+ for proficiency, earning quarter grade points. Use STAR and IXL data to group students by skill level and adjust instruction.
			Math Universal screener participation rate
			
			Disag. Universal screener proficiency levels
			
			Support Log
			
			EA 1.1.3 (1) Math– HMTSS & Universal Screener
			✅*Disaggregated screener, assessment data (SBA, STAR, IXL Diagnostic) and participation rate*
			✅*Intervention rosters & progress reports*
			✅*Lesson plans/ pacing guides & walkthroughs –*
			✅*Math lab usage logs*
			✅*Student work samples*
			✅*Data team notes and action plan: key focus skills, instructional adjustments, and student progress.*
			
			EA 1.1.3 (2) Math Integration
			✅*Lesson plans/ pacing guides & walkthroughs –*
			✅*Student work samples & assessments*
			✅*Vocabulary tracking Sheets (1-5 terms per quarter)*
			✅*Interdisciplinary Collaboration Notes*
			✅*AVID & peer tutoring records*
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

		d. Support for Absentees: Utilize an online platform to provide content and assignments for chronically absent students. All work is posted on Google Classroom (lesson notes, supplemental resources, videos, IXL assignments, etc.).		
		3. Monitor Progress *(how)*		
		a. Ongoing Monitoring: Use STAR and IXL Diagnostic Arena assessments quarterly (Aug., Nov., Feb., Apr., May)		
		b. Data-Driven Focus Skills: Collaborate in Data Teams to analyze STAR Instructional Planning Reports and identify key focus skills for each grade level and class.		
		c. Growth Validation: Compare SBA and STAR trends to validate growth.		
		d. Skill Checks: Utilize bell work ("Do Nows") and IXL quizzes for ongoing skill assessments and instruction adjustments. Incorporate ThatQuiz.org as a "Do Now" activity with a data tracker to monitor proficiency in foundational math skills.		
		EA 1.1.3 (2) Integrate Math Concepts and Skills Across All Content Areas *Accountable Leads: Kelson, Ige*		
		1. **Strengthen Tier 1 Core Instruction**: Implement the ABC Focus to improve math instruction and integration schoolwide.		
		2. **Develop Tier 2 Vocabulary***: Establish a schoolwide plan to build academic vocabulary across disciplines, including high-frequency math-related terms.		

| | | 3. **Integrate Math Across All Subjects**: Embed math skills (e.g., data analysis, ratios, calculations) in lessons using visual aids, real-world applications, and interdisciplinary connections.
4. **Engage Students with Hands-On Learning:** Reinforce math through practical applications, peer tutoring, AVID tutorials, and interactive activities.
5. **Standards-Based Curriculum:** All Math classes implement Math Common Core Standards using State approved viable curriculum. *(WASC Critical Areas for Follow-Up and Growth Areas for Curriculum)*

Tier 2 academic vocabulary are high frequency words found across multiple subjects (such as analyze, assess, variable, sequence). These words are more complex than Tier 1 everyday common language (such as count, number, addition, and square), but not subject-specific like Tier 3 terms (such as integer, exponent, hypotenuse, and quadratic). | | |

***Desired Outcome:* Equitable Achievement**
 	
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.
 	
Required for all schools.
 	
EA 1.1.4 (1) HMTSS & Universal Screener
Goal: To close the achievement gaps by using assessment data to drive instructional decisions, provide targeted interventions, and ensure equitable support for all students across content areas.
	Inconsistent Tier 1 Instruction: variability and lack of aligned differentiation limit equitable learning experiences.
	
	Weak Student Support Systems: absence of a strong HMTSS framework and PBIS hinders success for all student groups.
	
	Insufficient Teacher Support: lack of ongoing, tailored professional development impacts equity.
	
	Ineffective data use: unsystematic approach hinders addressing disparities in student performance.
		EA 1.1.4 (1) Universal Screener & HMTSS: Administer universal screener at least 3x a year to all students and implement tiered, data-driven academic support in all content areas *(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up)* **(SW6)**
		Accountable Leads: Admin, Coordinator
		
		1. **Identify students who are not meeting typical growth**
		   a. Leverage assessment data for strategic planning: Analyze assessment data (SBA Math, STAR, WIDA, content-specific assessments, etc.) after each screening/testing cycle to guide curriculum development and inform instruction and interventions.
		   b. Disaggregate data to identify students needing additional support.
		   c. Share disaggregated data across departments for cross-curricular support.
		2. **Provide timely support for students not making typical growth through tiered interventions**
		   a. Tier 1 Interventions & Universal Supports: Provide targeted support in all content areas based on skill gaps, along with universal supports available to all students (e.g., small-group instruction, tutoring, differentiation, scaffolding, targeted re-teaching, or other specialized strategies).
		   b. Implement the HMTSS framework to ensure tiered support.
		   c. SWAG Tutoring: Expand after-school tutoring for students with 2+ failing grades and introduce lunch recess rotations.
		   d. Engage parents with progress updates and reinforcement strategies
		3. **Monitor progress**
			Universal screener participation rate
			
			Disag. Universal screener % meeting typical growth
			
			Support Log
			
			Activity Surveys
			
			1.1.4 ALL: HMTSS & Universal Screener
			✅*Disaggregated assessment data (STAR, SBA, HSA NGSS, WIDA, IXL Diagnostics) and participation rates*
			✅*Intervention rosters & progress reports*
			✅*Pacing guides & walkthroughs*
			✅*Data Team & ART Meeting Notes*
			✅*SWAG tutoring attendance & progress logs*
			✅*Formative assessment results*
			
			EA 1.1.4 (2) EL Specific Activities
			✅*WIDA access & formative assessment data*
			✅*Disaggregated SBA, STAR, WIDA Data reports*
			✅*ELD & Newcomer course enrollment records*
			✅*lesson plans/ pacing guides & walkthroughs*
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

EA 1.1.4 (2) EL Specific Activities Goal: To ensure EL students develop English proficiency while engaging in rigorous academic content, leading to improved comprehension, communication, and academic success. *EA 1.1.4 (3) SPED Activities* Goal: To ensure that students with disabilities receive high-quality instruction, access to necessary resources, and supports that address their unique needs, including absenteeism and behavior concerns.		a. Quarterly Common Formative Assessments: Conduct ongoing common formative assessments (STAR, IXL data, content specific assessments, GLO assessments, etc.) to inform instruction. b. Analyze Trends: Review and adjust interventions based on data from subsequent assessments. c. Data Teams & Collaborative Planning: Facilitate structured department data teams to ensure continuous support and accountability. Set aside time for department Data Team sharing. d. Ongoing formative Checks: Implement exit tickets, whiteboard responses, and quick checks, etc. to inform real-time instruction, incorporating student voice and feedback to adjust teaching strategies and improve learning outcomes. e. Academic Review Team (ART): Review data to refine the academic plan and school programs, targeting high-needs students. *(WASC Key Issues for Organization)* ***EA 1.1.4 (2) EL Specific Activities: Implement an EL plan to develop language proficiency & increase engagement with rigorous content for English Learners*** (SW6) ***Accountable Leads: Brilhante, Baruela, Staszkow*** 1. **Increase high-quality instruction and integrate language development strategies across all content areas to strengthen content knowledge and language proficiency** a. Maintain academic rigor while providing Tier 1 language supports.	✅ *EL leadership team meeting minutes* . ✅ *PD attendance & teacher feedback* ✅ *family engagement logs & workshop attendance* . ✅ *student speaking proficiency data* **EA 1.1.4 (3): SPED Specific Activities** ✅ *Pacing guides & walkthroughs* ✅ *SPED progress monitoring reports* ✅ *Attendance data* ✅ *Behavior incident reports* ✅ *SPED resource allocation records* ✅ *SPED team meeting notes* ✅ *Professional Development records* ✅ *Restorative practice logs* ***EA 1.1.4 (4) Family Engagement*** ✅ *Communication logs* ✅ *Event attendance records and feedback* ✅ *SCC Meeting Minutes* ✅ *Parent survey results* ✅ *Sign-in sheets*	

EA 1.1.4 (4) Family Engagement: Goal: To foster strong partnerships between the school, families, and the community, ensuring support for both academic and SEL growth. Increased family involvement is crucial for student success and well-being, and helps ensure compliance with Title 1 and ESSA requirements. *EA 1.1.4 (5)* ABC Focus Goal: To enhance the quality of instruction, ensure a positive and inclusive school climate, creating a learning environment where students feel safe, engaged, and supported academically and socially.		b. Implement sheltered instruction through differentiation, scaffolding, small-group instruction, etc. c. Provide explicit Tier 2/3 vocabulary instruction while reinforcing Tier 1 foundational vocabulary. d. Promote quality interactions and reciprocal discussions in all classes in order to develop oral language in conjunction with building content knowledge. Foster structured peer conversation, interaction, and collaboration. *(EL Comprehensive Plan Goal 1: High-Quality Instruction)* e. Incorporate technology tools such as language apps, speech-to-text, interactive activities, etc. f. Utilize culturally relevant materials to increase engagement and comprehension. g. Provide targeted support for speaking skills, addressing the lowest area of proficiency. 2. **Course Enrollment & Intervention** a. Enroll all ELs in ELD courses and first-time U.S. students in a Newcomer Course, using tailored curricula designed for English learners, such as English 3D, Third Quest, and Learning Upgrade. b. Provide EA, PTT, and/or PPT support in EL classes to enhance student learning and language development. 3. **Progress Monitoring & Data Analysis** *(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up)* a. Use WIDA Access and formative assessments to track English proficiency growth. b. Disaggregate SBA, STAR, and WIDA Access data to identify needs and inform instruction.	✅ *Title 1 compliance records.* ✅ *Event feedback forms* ✅ *FACE committee reports* *EA 1.1.4 (5) ABC Priorities* ✅ *Classroom observation/ BERC observation/ walkthrough data* ✅ *Lesson Plans/ pacing guides* ✅ *Student performance data* ✅ *Student work samples* ✅ *Behavioral data - Review data from PBIS, HMTSS, and RTI frameworks to monitor student behavior and safety.* ✅ *Cultural Integration Evidence* ✅ *Curriculum articulation meetings* ✅ *SEL survey data – Use Panorama SEL survey data to track social-emotional growth and adjust SEL instruction based on results.* ✅ *Family event attendance & feedback* ✅ *Safety data – Track use of Smart Pass and attendance for school safety.* ✅ *Student engagement data /logs.* ✅ *GLO tracking & reflection* ✅ *Survey data*	

EA 1.1.4 (6) MLE Structures
Goal: To implement Middle Level Education (MLE) structures, such as teaming, to provide personalized and responsive support that meets the academic, social, and emotional needs of middle school students, enhancing their overall success.
		c. Provide targeted feedback and adjust instruction based on data trends.
		4. **EL Success Initiative and EL Leadership**
		    a. Establish the EL Design Team, EL Leadership Team (ELLT), and EL PLC to lead the implementation of the EL Comprehensive Plan and HIS EL Theory of Action Strategic Goals & High Leverage Strategies: High-Quality Instruction, Professional Development, Family Partnerships, and Safe & Inclusive Learning.
		5. **Provide professional learning for all educators** to support high-quality instruction for English Learners across all content areas. *(EL Comprehensive Plan Goal 2: Professional Development)*
		6. **EL Family Engagement & Community Partnerships**
		    a. Host at least two family/community workshops per year.
		    b. Build community, trust, and connections between schools and families (e.g., home visits, two-way communication, family engagement activities, EL Recognition night, student performances, additional outreach efforts, etc.) *(EL Comprehensive Plan Goal 3: Family Partnerships)*
		    c. Educate the school community to recognize and celebrate cultural similarities and differences (e.g., SEL lessons, studying different cultures, lessons with real-world context, utilizing parent/community resources) *(EL Comprehensive Plan Goal 4: Safe & Inclusive Learning)*
			EA 1.1.4 (6): MLE Structures
			✅ *Committee meeting notes*
			✅ *Staff surveys & feedback*
			✅ *Team structures & logs – Track the formation of teams, including teacher roles and student groupings.*
			✅ *PD Records*
			✅ *Scheduling logs – Review flexible scheduling plans to ensure they meet the needs of students and align with MLE structures.*
			✅ *RTI Implementation Data – Monitor the implementation of RTI interventions, tracking student progress.*
			✅ *Student feedback surveys on MLE structures*
			✅ *Team collaboration logs*
			✅ *Observation data*	

| | | *EA 1.1.4 (3) SPED Specific Activities: Strengthen Tier 1 instruction & provide enhanced tiered support for students with disabilities* *(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up)* *(SW6)* **Accountable Leads: Kashima-Rodero, Lowe**

1. **Strengthen Tier 1 Instruction**
   a. Focus on schoolwide ABC Priorities to provide differentiated, high-quality instruction.
   b. Implement differentiated strategies within the general education setting to meet diverse needs.
2. **Enhanced Academic Support for SPED Students**
   a. Provide interventions to address the high absenteeism rates and involvement in school incidents among SPED students.
   b. Ensure appropriate resources and support systems are in place to accommodate the increasing SPED population (e.g., additional teaching staff, classroom aides, and assistive technology).
   c. Regularly collaborate with the SPED team to monitor student progress and adjust supports as needed.
3. **Tiered Support for Behavior and Attendance**
   a. Monitor attendance rates for SPED students and implement targeted interventions for chronic absenteeism.
   b. Provide behavioral interventions for students with disabilities involved in school incidents (e.g., behavior plans, social-emotional support).
   c. Use restorative practices to address school incidents while maintaining a focus on inclusive discipline practices. | | |

		EA 1.1.4 (4) Family & Community Engagement Activities *(WASC Key Issues for Organization & Assessment/Accountability and Critical Areas for Follow-up)* **(SW6)**		

EA 1.1.4 (4) Family & Community Engagement Activities
(WASC Key Issues for Organization & Assessment/Accountability and Critical Areas for Follow-up) **(SW6)**
Accountable Leads: Coordinators

1. **Communication and Feedback Systems**
    a. Implement and maintain consistent communication tools (e.g., Parent Square, Remind) to inform families about academic progress, SEL initiatives, school events, and other important updates.
    b. Share the relationship between the State, Complex, and School
    c. Provide timely, accessible communication in multiple languages as needed.
    d. Provide opportunities for family involvement through events, surveys, and feedback channels.
2. **Parent Nights & Events**
    a. Organize regular parent nights and events focusing on academics, student well-being, and community involvement. These events will be coordinated by the FACE Committee, ensuring participation from all staff and departments.
    b. Explore creative strategies (e.g., virtual meetings, community partnerships) to increase attendance and engagement at these events.
3. **Strengthen School-Community Connections**
    a. Use the School Community Council (SCC) to engage families in decision-making and gather feedback on school programs.
    b. Ensure SCC meetings are accessible, and encourage diverse family participation.
4. **Compliance with *Title 1 & ESSA***

| | | a. Provide support for families to increase student achievement and well-being as required by Title I and ESSA.
b. Provide regular two-way communication with families

EA 1.1.4 (5) Hilo Intermediate School's ABC Focus Priorities: Enhance instruction, behavior, and culture schoolwide and in all content areas *(SW6)*
Accountable Leads: Admin, Coordinators

Academic Focus Priority: Improve Instruction *(WASC Key Issues for Instruction)*
1. **Peer Interaction & Collaboration:** Implement strategies like Turn & Talk across content areas to foster peer conversation and collaboration and increase student engagement. *These practices support students as Community Contributors (GLO 2) and Effective Communicators (GLO 5).* *(WASC Key Issues for Instruction and Critical Areas for Follow-up)*
2. **Teacher Clarity:** Develop clear learning targets and success criteria, revisit them throughout the lesson, and provide frequent and consistent opportunities for students to process and reflect on both the learning target and their progress. This helps students understand what they are learning, why it matters, and how the learning targets connect to content standards, which in turn increases their autonomy, accountability, and engagement. *This practice helps students become Self-Directed Learners (GLO 1). (WASC Key Issues for Instruction & Assessment/ Accountability and Critical Areas for Follow-up)*
3. **Rigorous & Aligned Curriculum and Instruction:** | | |

a. Apply high-yield, research-based strategies aligned with neuroscience (how the brain retains and processes information) to enhance student engagement in rigorous, standards-based instruction and curriculum across all subjects, including State-approved, viable curricula in ELA and Math. Standards are addressed explicitly and intentionally. *(WASC Key Issues for Curriculum & Instruction and Critical Areas for Follow-Up)*

b. Establish a clear and consistent process for departments and school leadership to collaboratively
- Monitor and align curriculum implementation and instruction, ensuring that instructional strategies, pacing, content, and alignment with standards and school goals are consistent within and across department teams and content areas. *(WASC Key Issues for Curriculum, Critical Areas for Follow-up and Growth Areas for Curriculum)*
- Assess student learning and adjust instruction by regularly reviewing student progress through formative and summative assessments, grades, and performance levels to ensure consistency across and within grade levels in content areas *(WASC Key Issues for Instruction & Assessment/ Accountability)*
- Share data & best practices by creating structured opportunities for teachers and departments to analyze and discuss curriculum effectiveness, student outcomes, and instructional adjustments. *(WASC Key Issues for Curriculum)*

		These practices support students in becoming Complex Thinkers (GLO 3) and Quality Producers (GLO 4). 4. **Teacher Feedback to Students:** Teachers provide timely, specific, and descriptive feedback to support all students in achieving learning targets and academic standards. *(WASC Growth Areas for Assessment/ Accountability)* 5. **Digital Literacy:** Integrate digital literacy to promote responsible and thoughtful use of technology tools in learning across all content areas. *This practice supports students as Effective and Ethical Use of Technology (GLO 6).* ***Behavioral Focus Priority: Strengthen Positive Behavior and Engagement*** 1. **Positive Environment:** Create a welcoming and friendly environment by building strong relationships, greeting students at the door, and establishing consistent rituals & routines (e.g., Time to Teach, Smart Pass for school safety, etc.). 2. **PBIS & HMTSS Frameworks:** Strengthen integration of academic and behavioral supports using RTI and PBIS to address challenges. 3. **Restorative Practices:** Implement restorative justice approaches to conflict resolution that help students reflect on their behavior, rebuild relationships, and take responsibility for their actions. 4. **Consistency in Expectations:** Establish clear, consistent behavioral expectations schoolwide, ensuring that all students understand and adhere to these guidelines to create a respectful and supportive learning environment.		

5. **Support for At-Risk Students:** Develop tailored support systems for students with behavioral challenges, including individualized interventions and proactive monitoring, to ensure that every student receives the necessary help to thrive.

Cultural Focus Priority: Enhance Sense of Belonging and School Culture

1. **SEL and Student Engagement:** Implement the SPEAR program to support all social-emotional learning competencies, with a focus on fostering a sense of belonging and well-being. Enhance school culture through activities that promote positive peer relationships, school unity, and cultural pride.
2. **GLO & HA Integration:** Embed explicitly General Learner Outcomes (GLOs) and Nā Hopena Aʻo (HA) principles into daily instruction and the learning environment. Ensure these frameworks are integrated across all content areas to foster academic growth, cultural identity, and social-emotional development. Provide students with regular feedback on their progress toward achieving the GLOs to reinforce their growth in these areas. *(WASC Key Issues for Instruction & Assessment/Accountability and Growth areas for Curriculum)*
3. **Parent Engagement:** Provide activities, workshops and resources to help families support SEL and positive school culture.
4. **Culturally Relevant Pedagogy:** Ensure that teaching materials, activities, and classroom practices reflect the diverse cultural backgrounds of students, making learning more relevant and accessible to all.
5. **Student-Led Initiatives:** Encourage students to take leadership roles in organizing cultural events or activities that celebrate diversity and foster school pride, contributing to a positive and inclusive school culture.

	6. **Celebrating Diversity:** Implement regular opportunities to celebrate the diverse cultural backgrounds of students, such as cultural assemblies, themed weeks, or student exhibitions, to promote inclusivity and pride within the school community. 7. **School Safety:** Develop a plan through the School Safety Committee to address low safety perceptions on surveys by identifying concerns, implementing safety measures, and improving communication. *(WASC Growth Areas for School Culture)* ***EA 1.1.4 (6): Implement Key Middle Level Education Structures*** ***Accountable Leads: Agena, MLE Committee Member, Coordinators*** 1. **Teaming**: Implement teams of teachers, including elective teachers, sharing the same group of students to enhance communication, build stronger academic support networks, and design interdisciplinary projects. *(WASC Key Issues for Curriculum)* 2. **Advisory**: Develop advisory programs to support students' personal, social, and academic needs. 3. **Flexible Scheduling**: Create flexible schedules that allow for responsive, student-centered learning. 4. **RTI**: Integrate RTI structures to provide targeted academic support for struggling students. 5. **Staff Training**: Provide professional development and collaboration time focused on MLE structures, especially teaming.		

***Desired Outcome:* Successful Transitions** **1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.** *Required for all schools.* *EA 1.1.5 (1) Transition Activities* Goal: To support successful transitions between school levels by implementing structured activities that help students adapt to new expectations, routines, and environments, ensuring their academic, social, and emotional success.	Lack of a structured transition system for students during key academic and social shifts. Need for more structured mentoring and coaching for teachers, impacting consistent practices across grade levels. Absence of a systematic approach to using data to inform planning for the following school year, hindering tailored transition programs.	***EA 1.1.5 (1) Transition Activities for Students Entering from Elementary School and Promoting to Ninth Grade* (SW6)** ***Accountable Leads: Kaku, Hashimoto-Skorikov*** 1. **Teaming**: Implement a team-based structure to create cohesive academic support groups and improve collaboration among teachers and students. *(See EA 1.1.4 (6): Implement Key Middle Level Education Structures) (WASC Key Issues for Curriculum)* 2. **Transition Activities**: Organize key events before, during, and after transitions for 7th and 9th graders, such as orientations, welcome activities, and academic workshops. 3. **School Collaboration**: Coordinate efforts between elementary and high schools to align curricula and share important student information to ensure consistency and continuity. 4. **Academic & Behavioral Preparation**: Provide focused support to prepare students for academic expectations and behavioral norms, incorporating Tier 1 core instruction. 5. **Welcoming & Inclusive Environment & SEL**: Foster a sense of belonging through SEL strategies, ensuring students feel supported and engaged. 6. **Peer Interaction & Support**: Encourage mentoring and cooperative learning activities to provide social-emotional support and help students build relationships. 7. **Family Involvement & Communication**: Engage families in the transition process through consistent communication, workshops, and resources to help prepare students.	*Panorama Surveys* *Off Track indicators for students in transition grades* *Diploma progress report Gr. 9* **EA 1.1.5 (1) Transition Activities** ✅ *Transition activity logs* ✅ *Student feedback surveys* ✅ *Academic and behavioral data* ✅ *Curriculum alignment notes* ✅ *SEL survey data* ✅ *Family engagement records .* ✅ *Peer mentoring logs – Track participation and outcomes of peer mentoring programs and cooperative learning activities.*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Desired Outcome: **ELA Proficiency** **1.1.6 All students are proficient in ELA by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.** *EA 1.1.6 (1): ELA HMTSS & Universal Screener* Goal: To implement a data-driven approach to identify achievement gaps and provide targeted academic support, ensuring all students, particularly those below grade level, receive timely interventions to promote success. *EA 1.1.6 (2) ELA Approaches*	Inconsistent Tier 1 instruction in ELA: lack of aligned differentiation and scaffolding. Weak student support systems: absence of a cohesive RTI system and clear Tier 2 academic supports for ELA. Insufficient teacher support: leading to inconsistencies in ELA scaffolding, differentiation, and Tier 2 interventions. Ineffective Data Use for informing ELA instruction and supporting struggling students.	***EA 1.1.6 (1) Universal Screener & HMTSS: Administer universal screener to all students at least 4x a year and implement tiered, data-driven academic support to increase proficiency and close the achievement gap in ELA*** *(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-Up)* (SW6) ***Accountable Leads: Brilhante, Hanohano, Lawson*** 1. **Leverage SBA ELA Data:** Use disaggregated SBA ELA data to guide curriculum development and cross-curricular planning. *(WASC Key Issues for Instruction & Assessment/Accountability)* 2. **Administer STAR Screener:** Conduct the STAR screener 4x a year to identify students needing academic support. 3. **Student Identification and Class Placements:** Use STAR data, teacher input, SBA scores, and longitudinal data to determine the appropriate class placement (e.g., Honors, on-grade, intervention). 4. **Targeted Interventions:** Provide timely, personalized interventions through programs like HMH Read 180, HMH System 44, IXL Language Arts, and English 3D. 5. **Monitor Progress:** Regularly assess student progress using STAR, HMH Growth Measures, and IXL diagnostics. Make necessary adjustments to student placements based on ongoing data. 6. **Data Analysis:** Support data analysis through ELA staff stipends to review SBA, IXL, and HMH data. Compare trends between SBA and STAR to validate growth and ensure alignment. ***EA 1.1.6 (2) ELA Approaches to Support Proficiency for All Students*** ***Accountable leads: Brilhante, Hanohano***	***EA 1.1.6 (1): ELA Screener*** ✅ *STAR screener results –* ✅ *Progress monitoring data* ✅ *Data team meeting minutes and Action Plans –* ✅ *Class placement records* ✅ *SBA vs STAR trends* ***EA 1.1.6 (2) ELA Approaches*** ✅ *Pacing guides –* ✅ *Formative assessment data* ✅ *Differentiation plans* ✅ *Professional development attendance & feedback* ✅ *Family night participation logs* ✅ *Data team meeting Notes and action plans.* ✅ *Pacing guides / Walkthroughs* ***EA 1.1.6 (3) Literacy in All Subjects*** ✅ *Curriculum alignment* ✅ *Writing samples* ✅ *Classroom observations* ✅ *Student Engagement Logs* ✅ *Multimodal Projects*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Goal: To implement a standards-based, differentiated ELA curriculum ensures that all students receive the necessary support and challenge to meet proficiency standards in reading and writing.

EA 1.1.6 (3): Literacy Across All Subject Areas
Goal: To strengthen literacy across all subjects helps students build a comprehensive skill set for reading, writing, and communication that is essential for success in all content areas. | | 1. **Standards-Based Curriculum:** All ELA classes implement Hawaii Common Core Standards using HMH's *Into Literature* as the core curriculum approved by HIDOE. *(WASC Critical Areas for Follow-Up and Growth Areas for Curriculum)*
2. **Assessment & Monitoring:** Regular assessments aligned with curriculum standards track student progress and provide actionable data to inform instruction.
3. **Targeted Support and Differentiated Instruction:** ELA uses various programs and strategies, including small group instruction and tailored interventions, to meet diverse student needs. Programs like Read 180, System 44, IXL, and English 3D are integrated into differentiated instruction to address specific learning needs.
4. **Professional Development:** ELA supports ongoing teacher development in areas such as data analysis, literacy strategies, curriculum usage, and high-yield methods for struggling readers and writers.
5. **Parent & Community Involvement:** ELA participates in HIS family night events to engage parents and the community, providing resources to support literacy at home.
6. **Collaborative Data-Driven Decision Making:** ELA Department data teams analyze Common Formative Assessments and progress monitoring data to inform instruction and make timely adjustments to teaching strategies.

EA 1.1.6 (3): Strengthening Literacy Across All Subject Areas: Hawaii Common Core Standards/Common Core literacy standards are explicitly integrated into daily instruction across all subjects. *(WASC Critical Areas for Follow-Up)*
Accountable leads: *Brilhante* | | |

		1. **Reading & Comprehension**: Integrate close reading, complex texts, and text-based evidence. 2. **Vocabulary Development**: Emphasize Tier 2 academic language and Tier 3 content-specific vocabulary to communicate ideas effectively in meaningful contexts. 3. **Writing & Expression** – Incorporate structured writing tasks, including claim-evidence-reasoning and subject-specific writing. 4. **Speaking & Listening** – Use peer academic discussions, presentations, and debates to reinforce literacy. 5. **Literacy** – Fully implement HCCSS and/or CCSS Literacy into daily instruction across all content areas 6. **Multimodal Literacy** – Support learning with graphic organizers, digital tools, and interdisciplinary projects.		

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?" Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* and **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*

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.

| *Desired Outcome:* **Regular Attendance** **1.2.1. All students desire to and attend school regularly.** *Required for all schools.* | Inconsistent schoolwide support systems, limited student engagement, and lack of proactive intervention strategies contribute to chronic absenteeism. | **EA 1.2.1 (1): Proactive Attendance Strategies*: Develop a comprehensive attendance support system with proactive and intervention strategies to improve attendance, reduce tardiness, and address chronic absenteeism.** *(WASC Critical Areas for Follow-Up)* **(SW6)** *Accountable Lead: Registrar, Coordinator* 1. **Strengthen PBIS and Tier 1 Schoolwide Systems:** Reinforce positive behavior through consistent expectations and rewards to create a supportive school environment. | *Panorama SEL Survey - Sense of Belonging* *SQS* *Daily attendance rate* *Regular attendance rate* | ☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ |

EA 1.2.1 (1): Attendance Goal: To implement proactive strategies to foster a positive school culture, reduce absenteeism, and increase student engagement by addressing attendance issues early. EA 1.2.1 (2): Attendance Interventions Goal: Provide targeted interventions for chronically absent students to address attendance barriers and support their reintegration into the school community.	Gaps in family communication and behavioral support systems (PBIS) further impact attendance and well-being.	2. **Expand Student Activities**: Increase opportunities for student involvement in extracurricular activities that foster engagement and a sense of belonging. 3. **Use Data-Driven Monitoring**: Regularly monitor attendance trends and proactively address early signs of absenteeism. 4. **Promote Positive School Culture**: Build an inclusive environment where all students feel valued through relationship-building and culturally responsive practices. 5. **Expand Student & Family Outreach:** Build strong school-home partnerships by increasing communication, providing family resources, and engaging parents in attendance solutions. ***EA 1.2.1 (2): Attendance Intervention Strategies: Use intervention strategies to provide targeted support for students already identified with chronic absenteeism, addressing their specific needs.*** *(WASC Critical Areas for Follow-Up)* *(SW6)* ***Accountable leads: Admin, Counselors*** 1. **Early Identification of Chronic Absenteeism**: Use data to identify students with chronic absenteeism and track their attendance patterns to implement timely interventions. 2. **Targeted Support**: Provide mentorship, counseling, and individualized reintegration plans for students with attendance issues. 3. **Family Engagement**: Strengthen partnerships with families by maintaining regular communication and offering resources to support student attendance. 4. **Tailored Interventions**: Address specific barriers such as health issues, transportation, or family dynamics that may be contributing to absenteeism.	*EA 1.2.1 (1): Attendance Proactive Strategies* ✅ *PBIS data* ✅ *Attendance data* ✅ *Extracurricular participation logs* ✅ *School climate surveys* *EA 1.2.1 (2): Attendance Intervention Strategies* ✅ *Chronic absenteeism data* ✅ *Student support plans* ✅ *Family communication logs* ✅ *Mentorship & counseling records* ✅ *Attendance improvement* ✅ *Chronic absenteeism data –* ✅ *Student support plans.* ✅ *Family communication logs* ✅ *Mentorship & counseling records* ✅ *Attendance improvement*	☑ Other:__, $

***Desired Outcome:* Positive Behaviors**
 	
1.2.2. All students demonstrate positive behaviors at school.
 	
Required for all schools.
 	
EA 1.2.2 (1) PBIS
Goal: Implement a structured PBIS framework to create a positive school climate by reinforcing positive behaviors, aligning student actions with school values, and promoting consistent academic and behavioral success.
	Inconsistent Tier 1 instruction and classroom management affects student behavior.
	
	The lack of a cohesive HMTSS framework, including PBIS, limits the ability to address student behavior effectively.
	
	A limited emphasis on Social- Emotional Learning (SEL) and a lack of belonging negatively impact student well-being and engagement.
	
	Insufficient teacher support leads to inconsistencies in classroom management and Tier 2 interventions for behavior.
		EA 1.2.2 (1) PBIS Program & Schoolwide Expectations: Foster a positive school climate by reinforcing positive behaviors through a structured PBIS framework.
		Accountable Lead: Admin, Counselor, Coordinator (SW6)
		
		1. **PBIS Team**: Establish a team to oversee implementation, assess needs, and refine practices.
		2. **Clear Behavioral Expectations**: Review and update the PBIS matrix to define and communicate consistent schoolwide expectations for all settings.
		3. **Tiered Interventions**: Strengthen RTI with targeted supports, including Restorative Justice, to address conflicts and improve the school environment.
		4. **Tier 1 Core Instruction and Behavioral Supports**: Ensure engaging core instruction that promotes academic success and fosters positive behavior through effective classroom management, structured routines, and consistent consequences.
		5. **Data-Driven Decisions** *(WASC Critical Areas for Follow-Up)*:
		  a. Use digital platforms (e.g., Panorama) to track and log student behavior and academic data, enabling timely interventions and support.
		  b. Analyze behavior trends and academic performance to inform decisions and tailor interventions for individual students or groups.
		  c. Facilitate clear communication between staff, counselors, and families through Panorama to ensure transparency and consistent monitoring.
		6. **SEL & Student Activities**: Implement SEL programs and expand extracurricular activities to promote student well-being, engagement, and leadership.
		7. **Staff & Family Engagement**: Provide ongoing training for staff and foster family/community partnerships to align expectations across all stakeholders.
			PBIS data
			
			LEI Kulia MMSS Behavior Risk
			
			Disaggregated suspension rates (Indicator 4)
			
			EA 1.2.2 (1) PBIS
			✅*Behavioral Incident Logs*
			✅*Student participation records*
			✅*Staff & family feedback.*
			✅*SEL & student activity evaluations*
			✅*Student Panorama, Staff Well-Being and SQS surveys*
			
			EA 1.2.2 (2) Behavior interventions
			✅*Behavioral data:*
			✅*CICO data*
			✅*SEL & counseling logs*
			✅*Restorative Justice reports.*
			✅*Parent training feedback.*
			✅*Progress monitoring.*
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| EA 1.2.2 (2) Goal: Implement targeted behavioral interventions to support students with behavioral challenges, improve classroom behavior, and maintain a positive learning environment for all students. | | *EA 1.2.2 (2) Behavior Intervention Strategies: Implement an effective RTI system for targeted behavioral support and intervention.* *(WASC Critical Areas for Follow-Up)* *(SW6)* *Accountable Leads: Admin, Counselor, Coordinator*

1. **Identify & Support Students:** Use discipline referrals, attendance data, and teacher input to identify students needing additional support.
2. **Tier 2 Interventions:** Implement Check-in/Check-out (CICO), small-group SEL counseling, and peer mentoring programs for students requiring more intensive support.
3. **Restorative Justice:** Use restorative circles to address conflicts and repair harm, fostering better relationships and community-building.
4. **Behavior Support Team:** Establish a collaborative team to oversee interventions and monitor student progress.
5. **Parent Training & Support:** Provide families with strategies for reinforcing positive behaviors at home.
6. **Monitor & Adjust Interventions:** Track student progress, adjusting interventions based on data and staff feedback to ensure effectiveness. | | |

| Desired Outcome:
**Nā Hopena A`o**<br><br>**1.2.3. All students experience a Nā Hopena A'o** (HĀ) **environment for learning.**<br><br>*Required for all schools*<br><br>EA 1.2.3 (1) *Nā Hopena A`o Activities*
Goal: To foster holistic student development through the Nā Hopena A'o (HĀ) framework by emphasizing belonging, responsibility, and well-being to support academic success and a positive school culture. | Lack of comprehensive support structures to foster students' holistic development and strengthen their connection to culture. | **EA 1.2.3 (1)** Nā Hopena A`o Activities (SW6)
Accountable Leads: Admin, Counselor, Coordinator

1. **Values Recognition**: Award students demonstrating Aloha, Kuleana, and Pono quarterly, aligning with the GLOs and HĀ values.
2. **Smaller Learning Communities / Teaming**: Implement school teams in SY25-26 to provide personalized support, strengthen student relationships, and foster belonging.
3. **Wellness & SEL Integration**: Embed SPEAR-SEL activities and wellness initiatives within curricula to support students' physical, emotional, and mental well-being.
4. **Service Learning & Sustainability**: Engage students in environmental stewardship and community service, such as māla work and partnerships with local organizations like Malama Aina Foundation.
5. **Inclusivity & Diversity**: Host cultural heritage and EL family engagement events while integrating culturally responsive teaching strategies.

EA 1.2.3 (2) Culture-Based Learning Opportunities/Activities that Connect Students to Hawaiian Culture
Accountable Leads: Coordinators

1. **Place-Based Learning**: Organize field trips to local cultural sites, such as historical landmarks and museums, to explore Hawaiian history and traditions.
2. **Culturally Relevant Computing**: Have students create digital storytelling projects that explore Hawaiian culture, integrating technology with cultural learning. | **EA 1.2.3 (1) Nā Hopena A'o (HĀ)**

✅ *Quarterly values recognition logs*
✅ *Team participation records*
✅ *SEL & wellness integration data*
✅ *Service learning & sustainability Projects*
✅ *Cultural events feedback*

EA 1.2.3 (2) Culture-based learning opportunities/ activities
✅ *Field trip records*
✅ *Digital storytelling projects*
✅ *Student Feedback*

EA 1.2.3 (3) `Āina Aloha Programs/ Activities
✅ *Curriculum integration logs*
✅ *Kupuna & community engagement records:*
✅ *Cultural event participation* | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

EA 1.2.3 (2) *Culture-Based Learning* Goal: To connect students to Hawaiian culture through place-based learning and culturally relevant computing to strengthen their understanding of their heritage and foster a deeper sense of identity and belonging. *EA 1.2.3 (3) Aina Aloha* Goal: To foster environmental stewardship, cultural connection, and an understanding of Hawaiian values by connecting students to the land through ʻĀina Aloha programs, cultivating a sense of responsibility and pride.		*EA 1.2.3 (3) `Āina Aloha Programs/Activities: Engage students in programs that connect them to the land and promote environmental stewardship:* *Accountable lead: Coordinators* 1. **Hawaiian Studies Curriculum**: Develop and implement a curriculum integrating Hawaiian language, history, cultural practices, and values across subjects. 2. **Kūpuna & Community Engagement**: Invite kūpuna and community members to share their knowledge and traditions with students. 3. **Cultural Participation**: Encourage student participation in cultural events, such as hula performances and Hawaiian festivals, and integrate these values into lessons and extracurricular activities.		

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

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
6-8 Career Guidance in Middle Level Education
9-12 High School Career Pathways

K-5 Computer Science-Foundational
6-8 Foundational and/or Intermediate Level
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).*

			Participation	
Desired Outcome: **Career and Civic Engagement** **1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.** *Required for all schools.* *EA 1.3.1 (1) Career, Community, Civic* Goal: To prepare students for future careers and develop valuable life skills through career awareness and community engagement activities, fostering early career exploration, enhancing employability skills, and promoting civic responsibility.	There is a lack of well-coordinated support systems to provide students with structured opportunities for career exploration, community involvement, and civic engagement throughout their K-12 experience.	**EA 1.3.1 (1) Middle School/Intermediate– Career, Community & Civic Opportunities** *(WASC Growth Areas for Curriculum)* **(SW6)** ***Accountable leads: Counselor, Coordinator*** 1. **Career Awareness & Exploration Integration**: Embed career discussions, projects, and guest speakers into Academy classes (electives) and align with **CTE Road Map** and high school pathways. 2. **Structured Career Exploration Course**: Develop an Exploratory Wheel course, offering exposure to multiple career pathways and skill development. 3. **Hands-on Exploration**: Facilitate career days, industry speakers, workplace field trips, job shadowing, and mentorship programs. 4. **Core Subject Integration**: Integrate career elements into existing core curricula when applicable, such as through project-based learning. 5. **Enrichment Programs Participation**: Facilitate involvement in extracurricular programs (e.g., PacYes, JTTU) to connect students with real-world career opportunities. 6. **Career & Academic Planning Support**: Implement a plan through counseling and advisory sessions for students to create individual career and academic plans, with specific guidance on high school pathway offerings. Counselors serve as liaisons between elementary and high schools to support collaboration and smooth career pathway transitions. 7. **Community & Civic Engagement**: Provide opportunities for students to participate in civic activities, such as mock elections, service projects, and student leadership and advocacy roles. Host public service events and offer recognition for student involvement.	*Participation* **EA 1.3.1 (1) Career, Community, Civic** ✅ *Career awareness logs:* ✅ *Career exploration course enrollment & content:* ✅ *Field trip & job shadowing records* ✅ *Curricular integration records* ✅ *Enrichment program participation* ✅ *Counseling session logs* ✅ *Community engagement logs:* ✅ *Event & recognition records*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Desired Outcome: **K-12 Alignment** **1.3.2 All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.** *Required for all HW MS* *EA 1.3.2 (1) Extended Learning Opportunities* Goal: To ensure students are academically, socially, and emotionally prepared for high school by providing targeted support, structured transition programs, enrichment opportunities, and career pathway alignment.	There is a lack of well-coordinated support systems, including a structured transition system, to address students' academic, behavioral, and social-emotional needs and ensure future success.	***EA 1.3.2 (1) Extended Learning Opportunities, Enrichment, and Transition Programs to Prepare Students for High School Success*** *(SW6)* ***Accountable Leads: Counselor, Coordinator*** 1. **Data-Driven Instruction**: Use assessment data to provide personalized support and maximize student growth 2. **Extended Learning Opportunities**: Offer after-school programs, summer academies, and tutoring to reinforce academic skills and close learning gaps. 3. **Transition Programs**: Implement activities like high school peer mentoring, orientation days, and freshman bridge programs to support student adaptation. 4. **Curricular Alignment**: Strengthen collaboration with high school teachers to ensure smooth academic progression. 5. **Career Pathway Support**: Align middle school coursework with high school career pathways and provide career counseling and work-based learning opportunities. 6. **Enrichment Programs**: Expand advanced coursework, STEM, and arts-based activities to engage students in deeper learning. 7. **Family Engagement**: Provide consistent communication and family transition workshops to support student readiness.	*Participation* *EA 1.3.2 (1) Extended Learning Opportunities & Enrichment Programs* ✅ *Disaggregated assessment data & growth reports* ✅ *Extended learning participation records* ✅ *Transition program attendance & surveys* ✅ *Collaboration meeting minutes* ✅ *Career counseling & pathway enrollment data* ✅ *Enrichment program participation* ✅ *Family engagement logs*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
Middle *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 *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.				

Desired Outcome: **Effective Teachers**
 	
2.1.2 All teachers are effective or receive the necessary support to become effective.
	Teachers, particularly new hires, require more structured mentoring and coaching.
	
	There remains a
		EA 2.1.2 (1) Induction & Mentoring Support *(SW6)*
		   a. **Complex-Area I & M Program**
		   b. **School-Level I & M Activities**
		Accountable Leads: Admin, Registrar, Coordinator
			Participation
			
			PD Plan
			
			EA 2.1.2 (1) I & M Support
			✅ *Mentor-Mentee meeting logs*
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $

All HW Schools
 	
EA 2.1.2 (1) I & M
Goal: To provide structured, ongoing support for new teachers to improve instructional effectiveness, classroom management, and retention.
 	
EA 2.1.2 (2) PD
Goal: To strengthen instructional effectiveness, improve student outcomes, and align professional learning with school priorities and state initiatives.
	need for ongoing professional development for all teachers tailored to instructional challenges.	1. **New Spartan Academy**: Implement a structured onboarding program at Hilo Intermediate for new teachers. *(WASC Key Issue for Organization)*
		2. **Mentoring & Coaching**: Assign experienced mentors, facilitate regular mentor-mentee meetings, and provide targeted PD. *(WASC Key Issue for Organization)*
		3. **Classroom Observations**: Offer new teachers opportunities to observe best practices in experienced teachers' classrooms.
		4. **Support Structures**: Provide resources, reference materials, mentor availability, and regular check-ins.
		5. **Targeted PD**: Offer professional learning on Tier 1 core instruction, intervention strategies, and schoolwide initiatives.
		
		EA 2.1.2 (2) Professional Development for All *(WASC Critical Areas for Follow-up)* *(SW6)*
		  a. *21 Hours PD plan (aligned to root causes/need areas)*
		  b. *Additional school PD (aligned to root causes/need areas)*
		Accountable Leads: Admin, Coordinators
		
		1. **Tier 1 Core Instruction & ABC Priorities**: Focus on teacher clarity, peer conversation, rituals & routines, and relationship building.
		2. **Tier 2 Support for Struggling Students**: Address instructional and behavioral challenges for high-needs students using data-driven strategies.
		3. **21-Hour & Targeted PD**: Align professional learning to identified root causes and department needs.
		4. **School, Complex & State Initiatives and Mandates**: Support the State's 2023-29 Strategic Plan and other key programs/mandates including Nā Hopena Aʻo (HĀ), the tri-level leadership connections, EL Success
			✅ *Classroom observation records*
			✅ *PD attendance & feedback*
			✅ *Check-In & survey data*
			✅ *Teacher retention data*
			
			EA 2.1.2 (2) PD for All
			✅ *PD attendance & feedback forms*
			✅ *Lesson & classroom walkthrough data*
			✅ *PLC/collaboration meeting notes*:
			✅ *Student achievement data*
			✅ *Teacher surveys & self-reflection*
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

		Initiative, MLE, FACE, CTE, Data Teams, SEL, HCCS/Literacy Standards, viable curricula, etc. *(WASC Key Issue for Organization and Growth Areas for Curriculum)* 5. **Follow-Up & Coaching**: Implement structured coaching to ensure PD translates into classroom practice. *(WASC Critical Areas for Follow-Up)* 6. **Implementation & Collaboration Time**: Provide planning time, establish committees, and allocate stipends/sub coverage for PD and curriculum alignment. PD will be delivered through NTP PDs, waiver days, 21-hours, and sub/stipend days. Collaboratively develop and monitor the CNA and Academic Plan, ensuring effective implementation of key initiatives. *(WASC Critical Areas for Follow-Up)*		

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
Strat Plan-% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
Desired Outcome: **Active School Council** **3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.** *Required for all schools.* *EA 3.3.1 (1) SCC*	There is a lack of clear systems and structures to ensure stakeholder engagement and alignment with school improvement efforts.	**EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities** *Accountable leads: Admin, Coordinator* 1. **SCC Orientation & Training**: Conduct sessions to clarify roles, expectations, and procedures. 2. **Monitoring and Accountability:** Review progress data and gather stakeholder feedback to support Academic Plan implementation. *(WASC Key Issues for Assessment/Accountability and Growth Areas for Student Support)* 3. **Community Engagement and Participation:** Hold two community meetings annually and promote SCC meetings via the website and social media.	*EA 3.3.1 (1) SSC* ✅*Attendance & training logs* ✅*Meeting agendas & minutes* ✅*Community meeting records:* ✅*Stakeholder feedback* ✅*SCC self-assessment & Principal Survey*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Goal: To ensure SCC members understand their roles, responsibilities, and the decision-making process, enabling them to contribute effectively to school improvement efforts.		4. **SCC Membership and Leadership:** Nominate and elect new members as needed, ensuring continuity and active participation. 5. **Feedback and Continuous Improvement:** Use SCC Self-Assessment and Principal Survey to identify strengths and areas for growth.		

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Middle *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.				
Desired Outcome: **Accessible Communication and Feedback Processes** **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** *All HW Schools* 3.3.2 (1) Communication	There is a lack of accessible and transparent systems for gathering and communicating stakeholder feedback, leading to low awareness and participation in decision-making processes	***3.3.2 (1) Communicate with the school community through the school website and/or social media****.* *Accountable leads: Agena, Coordinator* 1. **Enhance Communication Systems**: Use multiple platforms (website, social media, newsletters, emails) to provide updates and feedback opportunities, and offer alternative communication methods for parents without access to social media or internet (e.g., phone calls, paper notices). *(WASC Growth Areas for School Culture and Student Support)* 2. **Improve School Website and Social Media**: Maintain up-to-date content, increase accessibility, and assign roles for content management. ***EA 3.3.2 (2) Strengthen Stakeholder Communication and Feedback Processes to Build Trust, Engagement, and a Culture of Continuous Improvement*** *(WASC Key Issues for*	**3.3.2 (1) School Communication & Outreach** ✅ *Website & social media analytics* ✅ *Communication logs* ✅ *Stakeholder feedback* ✅ *Training attendance* **EA 3.3.2: Stakeholder Communication and Feedback Processes** ✅ *Meeting agendas & minutes* ✅ *Survey response rates*. ✅ *Feedback reports*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| Goal: To ensure timely, clear, and accessible communication with families and the community, fostering engagement and transparency.

3.3.2 (2) Feedback Processes
Goal: To build trust, improve engagement, strengthen school-family partnerships, and ensure all stakeholders have a voice in school decisions | | *Organization & Assessment/Accountability and Growth Areas for School Culture and Student Support)*
Accountable Leads: Coordinators

1. **Encourage Parent and Community Engagement:** Host SCC and parent night meetings, promote discussions, and offer multiple feedback channels.
2. **Increase Transparency and Accountability:** Share assessment data, survey results, and schoolwide action plans. Share information regarding school, complex and State initiatives (including Nā Hopena Aʻo (HĀ)) and the relationship between State, Complex, and School Tri-Level Leadership. *(WASC Key Issues for Organization and Assessment/Accountability, and Critical Areas for Follow-Up)*
3. **Improve Surveys Participation**
   a. Boost awareness, simplify access, and provide incentives for Panorama, SQS, Indicator 8, and other surveys.
   b. Expand and simplify feedback opportunities. Ensure surveys are user-friendly, multilingual, and accessible.
   c. Foster a culture of feedback & continuous improvement. Integrate stakeholder feedback/interview responses into CNA and WASC self-study processes.
4. **Establish a Family and Community Engagement (FACE) Committee:** Develop strategies to improve feedback processes and parent participation.
5. **Re-establish and prioritize regular School Safety Committee meetings** to ensure consistent communication with all parents on safety concerns, raise safety awareness, and promote safety programs. *(WASC Growth Areas for School Culture)* | ✅ *Communication Logs*
✅ *FACE committee records* | |

★ Other Systems of Support: School leaders and staff engage in collaborative decision-making, strengthen communication, and enhance accountability to improve school effectiveness and student outcomes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Desired Outcome: **Improved Staff Collaboration and Communication** **3.3.3 (1) Effective Decision-Making** Goal: Improve the Leadership Team's ability to collaborate and prioritize key topics for efficient and effective decision-making. **3.3.3 (2) Communication & Accountability** Goal: Strengthen information-sharing between leadership and departments to improve department	There is a lack of consistent communication practices and structured systems for sharing key meeting takeaways, leading to limited dissemination of important information to all departments.	***EA 3.3.3 (1) Improve Leadership Team Meeting Efficiency for Effective Collaborative Decision-Making*** *(WASC Key Issues for Organization)* ***Accountable Leads: Admin, Coordinators*** 1. **Implement a structured agenda** that prioritizes key decision-making topics. 2. **Allocate additional time or create subcommittees** to address complex issues outside of regular meetings. 3. **Utilize digital collaboration tools** (e.g., shared documents, discussion boards) to facilitate asynchronous input before meetings. ***EA 3.3.3 (2) Strengthen Department Communication, Accountability, and Efficacy*** *(WASC Key Issues for Organization)* ***Accountable Leads: Admin, Coordinators*** 1. **Establish a structured system** for Leadership Team members to share key takeaways with their departments (e.g., department heads, detailed minutes/meeting notes, written summaries, or brief debrief sessions).	**EA 3.3.3 (1) Leadership Team Meeting Efficiency** ✅ ***Agendas & minutes*** ✅ ***Leadership feedback / surveys*** ✅ ***Additional time or subcommittees formed*** ✅ ***Digital tools used for input*** **EA 3.3.3 (2) *Department Communication & Accountability*** ✅ ***Agendas & minutes*** ✅ **Department feedback collected** ✅ **Department updates included**	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

efficacy and *accountability*.		2. **Implement a feedback system or loop** where departments can provide input on decisions and request clarifications.		
		3. **Incorporate department updates** into Leadership Team meetings to ensure shared accountability and alignment with school goals.		
		4. **Admin will schedule regular meetings with classified staff** (EA, Security, Custodians, Cafeteria, Office) to address needs and improve communication. Additionally, assign direct supervisors to EAs and Security personnel, separate from VPs, and ensure all classified staff receive regular performance evaluations (PAS) from their designated supervisors. *(WASC Key Issues for School Culture and Student Support)*		

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 Intermediate School 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,745 hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	We submitted for one waiver day at the beginning of the SY 2025-26 in August for implementation of State, Complex and schoolwide initiatives.
Bell Schedule: HIS Bell Schedule **– This is the current bell schedule which will be used SY 2025-2026.**	