



Hilo Intermediate School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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	Mar 27, 2026		Date 04.13.24

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

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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
Grade 7 & 8 (All)	'20 Into Literature	HMH Into Math	Impact Science	n/a

Please list all **supplementary instructional materials** used to 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 & 8 (All)	Differentiated Programs: HMH Waggle, HMH Read 180 Flex, IXL, Grade level developed curricula	Differentiated Programs: HMH Waggle, HMH Math 180 Flex, IXL, TpT purchased docs, Grade level developed curricula	Envelopes of Science Awesomeness, PEEPs (Grade 8), Grade level developed curricula	Grade level developed curricula; Assignments/content purchased from Bess Press (Grade 7), Modified Assignments/Reading Passages/Content Purchased from TeacherDiscovery, TpT (Grade 8),
Grade 7 & 8 (SpEd Small Group/Resource)	HMH Read 180, Into Literature	HMH Into Math	n/a	n/a
Grade 7 & 8 (EL Workshop)	HMH English 3D, Flashlight 360, Learning Upgrade	Learning Upgrade (in the Workshop Class only)	n/a	n/a

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
Grade 7 & 8	NWEA MAP	NWEA MAP
	Select One	Select One
	Select One	Select One

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:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- Other current assessment/self-study report: Full Self-Study
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024
Type of Last Visit: Full Self-Study

Year of Next Action: 2027
Type of Next Action: Progress Report (No Visit)

Year of Next Self-Study:
2030

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. (SW1)

1	<u>Student Need #1:</u> Strengthen Foundational Academic Literacy and Mathematical Reasoning Across Content Areas Students need consistent access to high-quality, grade-level Tier 1 instruction that builds foundational literacy and mathematical reasoning across content areas, including vocabulary development, comprehension, explanation, justification, and conceptual understanding—particularly in mathematics. Instruction must include intentional scaffolds, explicit language supports, and multiple access points to ensure all students, especially High-Needs students, can fully engage with rigorous academic content across all subject areas. For students requiring additional support, aligned Tier 2 interventions are needed to reinforce (not replace) grade-level learning introduced in Tier 1 instruction.]
	<u>Root/Contributing Cause #1:</u> Inconsistent implementation of high-quality, grade-level Tier 1 instructional practices that build literacy and mathematical reasoning, including inconsistent use of scaffolds, language supports, and data-informed instructional adjustments.

	Instructional practices that develop literacy and mathematical reasoning—such as explaining thinking, using academic vocabulary, engaging with complex texts, and justifying responses—are implemented inconsistently across content areas, particularly in Mathematics. Additionally, scaffolds, language supports, and multiple access points are not consistently embedded in Tier 1 instruction, limiting equitable access to grade-level learning for High-Needs students. Instructional decisions are also not consistently informed by data, reducing the effectiveness of Tier 1 instruction and aligned Tier 2 supports, and contributing to uneven achievement and persistent gaps.
2	<u>Student Need #2:</u> Increase Cognitive Engagement Through Student-Centered Learning and Academic Discourse (Academic Peer Talk / Discussion) Students need instructional experiences that promote sustained cognitive engagement, including structured opportunities to think deeply, discuss ideas, explain reasoning, collaborate with peers, and take ownership of their learning. Instruction should consistently incorporate student-centered practices, academic discourse, and opportunities for productive struggle to move beyond passive, teacher-directed learning. <u>Root/Contributing Cause #2:</u> Inconsistent implementation of student-centered instructional practices that promote cognitive engagement, academic discourse, reasoning, and student ownership of learning. Student-centered instructional practices—such as structured academic discussion, opportunities to explain reasoning, peer collaboration, and reflection on learning through the use of learning targets and success criteria—are implemented inconsistently across classrooms. As a result, students have fewer opportunities to engage in sustained cognitive work, participate in meaningful academic discourse, and take ownership of their learning. This inconsistency limits the development of critical thinking, reasoning, and deeper understanding of content.
3	<u>Student Need #3:</u> Strengthen Belonging, Self-Efficacy, and Emotional Regulation to Support Learning and Attendance

Students need learning environments that foster a strong sense of belonging, confidence, and emotional regulation, enabling them to persist through challenging academic tasks and remain engaged in learning.

Supportive classroom communities and schoolwide systems should promote positive relationships, student voice, and a belief in the ability to succeed, contributing to improved engagement and attendance.

Root/Contributing Cause #3: Inconsistent student experiences of safety, belonging, and self-efficacy that impact engagement, persistence, and attendance, particularly for High-Needs student groups.

Student experiences of safety, belonging, and self-efficacy vary across classrooms and student groups, as reflected in perception data.

When students do not consistently feel safe, supported, or confident in their ability to succeed, they are less likely to take academic risks, persist through challenging tasks, and remain engaged in learning.

These conditions contribute to inconsistent engagement and attendance, particularly for High-Needs students and in cognitively demanding content areas such as mathematics.

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.

While these subgroups have distinct characteristics, analysis indicates that they share common needs related to equitable access to high-quality Tier 1 instruction, increased cognitive engagement through student-centered learning and academic discourse, and supportive learning environments that promote belonging and persistence. The variations below highlight specific areas of emphasis for each subgroup.

1	Targeted Subgroup: English Learners (ELs) Identified Student Need(s): English Learners need consistent access to high-quality, grade-level Tier 1 instruction with explicit language supports, including academic vocabulary development and structured opportunities for academic discourse (listening, speaking, reading, and writing) across content areas. They require intentional scaffolds and multiple access points to support comprehension of complex texts, explanation of reasoning, and active participation in collaborative learning.
2	Targeted Subgroup: Students with Disabilities (SPED) Identified Student Need(s): Students with disabilities need consistent access to grade-level Tier 1 instruction that includes intentional scaffolds, differentiation, and aligned Tier 2/Tier 3 supports to strengthen foundational literacy and mathematical reasoning. They benefit from structured opportunities to engage in student-centered learning, academic discourse, and reasoning, along with clear learning targets and success criteria to support understanding and progress monitoring.
3	Targeted Subgroup: Economically Disadvantaged Students (Low SES) Identified Student Need(s): Economically disadvantaged students need consistent access to high-quality, grade-level Tier 1 instruction with embedded scaffolds and multiple access points to ensure equitable access to content. They also require increased opportunities for cognitive engagement, academic discourse, and ownership of learning, as well as supportive learning environments that promote belonging, self-efficacy, and consistent attendance.



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>	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 for enabling activities.</i>
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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.	Root/Contributing Cause Inconsistent implementation of high-quality, grade-level Tier 1 mathematics instruction, including limited emphasis on conceptual understanding, reasoning, and data-informed instructional adjustments. SBA and NWEA MAP data indicate gaps in mathematics proficiency and uneven growth, particularly in foundational skills.	EA 1.1.3 (1): Implement Universal Screening and HMTSS to Increase Mathematics Proficiency <i>(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up) (SW6)</i> Accountable Leads: Ige, Knalson Implement a schoolwide system of universal screening and HMTSS to identify student needs, provide targeted support, and monitor progress toward mathematics proficiency. Identify Student Needs • Administer the NWEA MAP universal screener three times per year and analyze multiple data sources to identify students performing below grade level. • Collaborate with feeder schools to support accurate placement and early identification of incoming students. Provide Targeted Support • Provide timely, tiered interventions aligned to Tier 1 instruction, including targeted support classes, small-group instruction, and tutoring. • Use diagnostic data to inform flexible grouping and targeted skill support. Monitor Progress and Adjust Instruction • Use ongoing NWEA MAP and diagnostic data to monitor growth and adjust instruction and interventions. • Collaborate in data teams to analyze trends, identify priority skills, and refine instructional practices.	Math Measures Initial: Baseline disaggregated SBA and NWEA MAP data to identify proficiency levels and gaps. Intermediate: Ongoing SBA, NWEA MAP, and formative assessment data to monitor growth and adjust instruction.	☒ WSF, \$10,000 ☒ Title I, \$54,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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EA 1.1.3 (2): Strengthen Tier 1 Mathematics Instruction to Support Proficiency for All Students

(WASC Critical Areas for Follow-Up and Growth Areas for Curriculum) (SW6)

Accountable Leads: Knalson, Padilla

Strengthen Tier 1 mathematics instruction through standards-aligned practices, academic discourse, and data-informed instruction to support all learners.

- **Implement standards-aligned instruction** that emphasizes conceptual understanding, reasoning, and problem-solving.
- **Strengthen teacher clarity** through clear learning targets, success criteria, and opportunities for student reflection.
- **Promote student engagement and discourse** through structured collaboration, peer interaction, and explanation of thinking.
- **Use data-informed practices** to monitor learning and adjust instruction.

EA 1.1.3 (3): Strengthen Mathematical Thinking Across Content Areas (SW6)

Accountable Leads: Padilla, Knalson, Pinner

Strengthen mathematical thinking across all content areas to support application of skills, problem-solving, and real-world connections.

- **Integrate mathematical skills across disciplines**, including data analysis, ratios, and quantitative reasoning.
- **Develop academic vocabulary** to support mathematical communication across content areas.

		● Provide opportunities for application through real-world tasks, interdisciplinary learning, and problem-solving. ● Reinforce mathematical reasoning through discussion, explanation, and justification of thinking.		
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Equitable Academic Growth 1.1.4 (1-6): All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Root/Contributing Cause Inconsistent implementation of coordinated systems to support equitable student outcomes, including Tier 1 instructional, behavioral, and cultural practices, targeted interventions, language and disability supports, and family engagement. Disaggregated SBA, NWEA MAP, WIDA, behavior, attendance, and student perception data indicate achievement gaps, uneven growth, and differences in student engagement and well-being across student groups.	EA 1.1.4 (1): Implement Universal Screening and HMTSS to Ensure Equitable Academic Growth <i>(WASC Key Issues for Organization) (SW6)</i> Accountable Leads: Ige, Baruela Implement universal screening and HMTSS to identify disparities, provide targeted support, and monitor equitable academic growth across student groups. Identify Student Needs • Administer universal screeners and analyze multiple data sources to identify students not meeting expected growth. • Disaggregate data by student groups and share across departments. Provide Targeted Support • Provide timely, tiered interventions aligned to Tier 1 instruction. • Implement schoolwide supports (e.g., differentiation, small-group instruction, re-teaching and extended learning opportunities). • Engage families through progress updates and support strategies. Monitor Progress • Use ongoing assessments and data teams, including the School Review Team (SIT), to monitor growth and adjust instruction, programs and supports. EA 1.1.4 (2): Strengthen Tier 1 Instruction and Provide Targeted Supports for English Learners <i>(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up) (SW6)</i>	Equitable Academic Growth Measures Initial: Baseline disaggregated academic (SBA, NWEA MAP, WIDA), behavior, attendance, perception, and classroom observation data to identify achievement gaps, student needs, and instructional gaps across groups. Intermediate: Ongoing academic, behavior, attendance, perception, and classroom observation data to monitor growth, engagement, and progress toward equitable outcomes.	☒ WSF, \$10,000 ☒ Title I, \$266,443 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Accountable Leads: Brilhante, Baruela Implement the EL Plan to strengthen language development and access to grade-level content through Tier 1 instructional practices and targeted supports. Strengthen Tier 1 Instruction ● Implement Tier 1 instructional practices that integrate language supports and scaffolds. ● Promote academic discourse and structured quality interaction to develop oral language and content knowledge. <i>(EL Comprehensive Plan Goal 1: High-Quality Instruction)</i> ● Use research-based EL curricula, resources, and technology tools, and provide professional learning for educators to support high-quality instruction for English Learners across content areas. <i>(EL Comprehensive Plan Goal 2: Professional Development)</i> Provide Targeted Supports ● Provide designated ELD and targeted interventions based on language proficiency. ● Use supplemental programs and supports to reinforce language development and access. ● Provide additional instructional support (EA, PTT, PPT) to support student learning. Monitor Progress and Adjust Instruction <i>(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-up)</i> ● Monitor language development using WIDA and formative assessments. ● Use disaggregated data (SBA, MAP, WIDA) to inform instruction. ● Adjust instruction and interventions based on data. Support Engagement and Well-Being		
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		● Promote culturally responsive practices to support engagement and identity. <i>(EL Comprehensive Plan Goal 4: Safe & Inclusive Learning)</i> ● Engage families through communication, workshops, and partnerships. <i>(EL Comprehensive Plan Goal 3: Family Partnerships)</i> EA 1.1.4 (3): Strengthen Tier 1 Instruction and Provide Tiered Supports for Students with Disabilities <i>(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-Up) (5W6)</i> Accountable Leads: Kashima-Rodero, Lowe Implement inclusive Tier 1 instructional practices and tiered supports to ensure access to grade-level content and student growth. Strengthen Tier 1 Instruction ● Implement Tier 1 instructional practices, including co-teaching, scaffolding, and flexible grouping. ● Provide access to standards-aligned curriculum and interventions (HMH suite). ● Deliver instruction in inclusive settings with targeted small-group support. Provide Targeted Supports ● Implement Tier 2/3 targeted supports based on student needs. ● Provide adapted curriculum (TeachTown enCORE) for students with intensive needs. ● Ensure appropriate staffing and assistive technology to support access. Monitor Progress and Adjust Instruction		
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- **Monitor academic growth** using NWEA MAP and curriculum-based measures.
- **Track IEP progress** using FAST IEP and align with classroom data.
- **Use data teams and PLCs** to adjust instruction and supports.

Support Behavior and Well-Being

- **Implement proactive behavioral supports**, including SEL and structured routines.
- **Monitor behavior and attendance data** and provide targeted interventions.
- **Use restorative and inclusive practices** to support engagement.

EA 1.1.4 (4): Strengthen Family and Community Engagement

(WASC Key Issues for Organization & Assessment/ Accountability and Critical Areas for Follow-up) (SW6)

Accountable Leads: Baruela, Brilhante

Strengthen family and community engagement systems to support student learning, achievement, and well-being.

- **Strengthen communication** through accessible, culturally responsive, and multilingual systems.
- **Support families in student learning and well-being** through events, resources, and communication of programs, expectations and support systems.
- **Engage families in decision-making** through SCC and feedback structures.
- **Ensure alignment with Title I/ESSA** and maintain ongoing, two-way communication.

		EA 1.1.4 (5): Implement Schoolwide ABC Focus Priorities <i>(WASC Key Issues and Growth Areas for Instruction, Curriculum, Organization, Assessment/Accountability and School Culture; Critical Areas for Follow-up) (SW6)</i> Accountable Leads: Agena, Nakagawa Implement ABC Focus Priorities to strengthen instruction, behavior, and school culture. Academic ● Promote academic discourse and engagement through structured peer interaction and collaboration. <i>(GLO 2 & GLO 5)</i> ● Strengthen teacher clarity through clear learning targets, success criteria, and student reflection on progress. <i>(GLO 1)</i> ● Use data and feedback to continuously monitor learning and adjust instruction and supports. ● Collaborate in teams to analyze data, reflect on curriculum effectiveness, and share best practices to strengthen instruction and student outcomes. ● Implement standards-aligned high-quality instruction and digital literacy to support rigorous, relevant learning. <i>(GLO 3, GLO 4 & GLO 6)</i> Behavior ● Establish consistent expectations, routines, and support systems (e.g., HMTSS/PBIS) to promote a positive learning environment. ● Use proactive and restorative practices to build accountability and relationships. ● Provide targeted supports for students with behavioral and attendance needs through monitoring and intervention.		
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		Culture ● Promote social-emotional learning to build self-efficacy, emotional regulation, and a sense of belonging. ● Integrate GLOs/HA and culturally responsive practices to support students' academic, cultural, and social-emotional development. ● Provide opportunities for student voice and leadership, including student-led initiatives and events that celebrate diversity and foster school pride, to strengthen engagement and ownership. ● Engage families and the community as partners in supporting student learning, well-being, and school culture, including School Safety Committee efforts to address safety concerns. EA 1.1.4 (6): Implement Key Middle Level Education Structures <i>(SW6)</i> <i>(WASC Key Issues for Curriculum and Instruction) (SW6)</i> Accountable Leads: Agena, Baruela Implement middle level structures to support student learning, engagement, and transitions. ● Implement teaming structures to coordinate instruction and support. ● Strengthen advisory programs to support academic and social-emotional development and build relationships. ● Utilize flexible scheduling for responsive, student-centered instruction and support. ● Integrate HMTSS/RTI systems for timely, targeted support. ● Build staff capacity through professional learning and collaboration.		
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Successful Transitions 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Root/Contributing Cause Inconsistent implementation of coordinated transition systems, including limited alignment, communication, and support across grade levels and schools. Student perception, attendance, and behavior data indicate variability in student engagement, belonging, and adjustment during key transition periods.	EA 1.1.5 (1): Implement Structured Transition Systems to Support Successful Academic, Social, and Emotional Transitions <i>(WASC Key Issues for Curriculum) (SW6)</i> Accountable Leads: Kaku, Hashimoto-Skorikov Implement coordinated transition systems to support students entering from elementary school and promoting to high school, ensuring academic readiness, engagement, and overall student well-being. Strengthen Transition Structures - Implement team-based structures to support student learning, collaboration, and continuity of support (see EA 1.1.4 (6): Middle Level Education Structures). Coordinate Transition Activities - Provide structured transition experiences (e.g., orientations, welcome activities, and academic workshops) before, during, and after key transition points. Strengthen School-to-School Collaboration - Collaborate with feeder elementary schools and receiving high schools to align expectations, share student data, and ensure continuity of instruction and support. Support Student Readiness - Prepare students for academic expectations and behavioral norms through Tier 1 instruction and targeted supports. - Promote a welcoming and inclusive environment that fosters belonging, engagement, and positive relationships.	Transitions Measures Initial: Baseline student perception data, attendance rates, behavior data, and transition survey data to identify levels of student engagement, social-emotional well-being and readiness. Intermediate: Ongoing student perception data, attendance and behavior data, and feedback from transition activities to monitor improvements in student adjustment, engagement, and well-being.	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Provide opportunities for peer interaction and mentoring to support connection and adjustment. Engage Families in the Transition Process • Provide consistent communication, resources, and engagement opportunities to support families in preparing students for successful transitions.		
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ELA Proficiency 1.1.6 All students are proficient in ELA by the end of eighth grade, and those who are not proficient receive timely and targeted support to achieve proficiency.	Root/Contributing Cause Inconsistent implementation of high-quality, grade-level literacy instruction across content areas, including limited emphasis on reading comprehension, academic vocabulary, writing, and data-informed instructional practices. SBA and NWEA Map data indicate gaps in ELA proficiency and uneven growth, particularly in reading comprehension and written expression.	EA 1.1.6 (1): Implement Universal Screening and HMTSS to Increase ELA Proficiency <i>(WASC Key Issues for Instruction & Assessment/Accountability and Critical Areas for Follow-Up) (SW6)</i> Accountable Leads: Brilhante, Lawson Implement a schoolwide system of universal screening and HMTSS to identify student needs, provide targeted support, and monitor progress toward ELA proficiency. Identify Student Needs • Administer the NWEA Map universal screener three times per year and analyze multiple data sources to identify students performing below grade level. • Use multiple data sources and teacher input to inform student placement and identify targeted support needs. Provide Targeted Support • Provide timely, tiered interventions aligned to Tier 1 instruction, including small-group instruction and targeted literacy supports using research-based programs and resources. Monitor Progress and Adjust Instruction • Use ongoing progress monitoring data to assess growth, adjust instruction, and refine student placements. • Collaborate in data teams to analyze trends, validate growth, and ensure alignment across assessments. EA 1.1.6 (2): Strengthen Tier 1 ELA Instruction <i>(WASC Critical Areas for Follow-Up and Growth Areas for Curriculum) (SW6)</i> Accountable Leads: Brilhante, Lawson	ELA Proficiency Measures: Initial: Baseline disaggregated SBA and NWEA MAP data to identify proficiency levels and literacy gaps. Intermediate: Ongoing NWEA MAP and formative assessment data to monitor growth and adjust instruction.	☒ WSF, \$2,000 ☒ Title I, \$75,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Implement standards-aligned Tier 1 instruction to strengthen literacy skills and support student proficiency in ELA. ● Implement standards-aligned instruction to support reading, writing, speaking, and language development. ● Use assessment and progress monitoring to inform instruction and ensure alignment to grade-level expectations. ● Differentiate instruction through scaffolds, small-group instruction, and targeted supports. ● Collaborate in data teams to analyze student performance and adjust instruction. ● Provide ongoing professional learning to strengthen literacy instruction. EA 1.1.6 (3): Literacy Across Content Areas <i>(WASC Critical Areas for Follow-Up) (SW6)</i> Accountable Leads: Brilhante, Lawson Integrate Hawaii Common Core and literacy standards into daily instruction across all content areas to strengthen reading, writing, and communication in all disciplines. ● Integrate reading and comprehension strategies, including use of complex texts, text-based evidence, and close reading. ● Develop academic vocabulary across disciplines. ● Strengthen writing practices, including structured and discipline-specific writing. ● Promote speaking and listening through academic discourse and collaboration. ● Support multimodal literacy through digital tools and interdisciplinary learning.		
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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>	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 for enabling activities.</i>
Improve Attendance 1.2.1. All students desire to and attend school regularly.	Root/Contributing Cause Inconsistent implementation of coordinated attendance systems and student supports, including schoolwide engagement practices, family partnerships, early identification, and targeted interventions to address barriers to attendance. Attendance, behavior, and student perception data indicate chronic absenteeism,	EA 1.2.1 (1): Implement Proactive Attendance Systems to Improve Attendance and Engagement <i>(WASC Critical Areas for Follow-Up) (SW6)</i> Accountable Leads: Padilla, Kashima-Rodero Implement proactive, schoolwide attendance systems to improve attendance, reduce tardiness, and prevent chronic absenteeism. ● Strengthen Tier 1 systems (PBIS) to promote consistent expectations, positive behavior, and a supportive school environment. ● Expand student engagement opportunities through extracurricular activities and school programs. ● Use data to monitor attendance trends and identify early signs of absenteeism. ● Promote a positive and inclusive school culture through relationship-building and culturally responsive practices. ● Strengthen family partnerships through consistent communication, resources, and engagement in attendance support.	Attendance Measures Initial: Baseline attendance, behavior and student perception data to identify patterns and levels of absenteeism and disengagement. Intermediate: Ongoing attendance, behavior data, and student perception data to monitor improvements, reduce absenteeism, and increase student engagement and connection to school.	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	disengagement, and variability in student connection to school.	EA 1.2.1 (2): Implement Targeted Attendance Interventions for Chronic Absenteeism <i>(WASC Critical Areas for Follow-Up) (SW6)</i> Accountable Leads: Padilla, Kashima-Rodero Implement targeted interventions to support students with chronic absenteeism and address barriers to regular attendance. ● Identify students early using attendance data and ongoing monitoring. ● Provide targeted supports, including mentoring, counseling, and individualized plans. ● Engage families through consistent communication and support strategies. ● Address barriers to attendance, including health, transportation, and family-related challenges.		
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Positive Behaviors 1.2.2. All students demonstrate positive behaviors at school.	Root/Contributing Cause Inconsistent implementation of schoolwide behavioral systems and supports, including clear expectations, proactive Tier 1 practices, and targeted interventions to address student needs. Behavior, attendance, and student perception data indicate variability in student conduct, engagement, and sense of well-being across student groups.	EA 1.2.2 (1): Implement PBIS and Schoolwide Expectations to Promote Positive Behavior <i>(WASC Critical Areas for Follow-Up) (5W6)</i> Accountable Leads: Baruela, Agena Implement a schoolwide PBIS framework to promote positive behavior, strengthen school climate, and support consistent expectations across all settings. ● Establish and maintain a PBIS team to guide implementation, assess needs, and refine practices. ● Define and reinforce clear behavioral expectations through a schoolwide PBIS matrix. ● Strengthen Tier 1 instructional and behavioral supports through engaging instruction, effective classroom management, and consistent routines. ● Implement tiered supports (HMTSS/RTI), including restorative practices, to address student needs and improve behavior. ● Use data to inform decisions by monitoring behavior trends and using platforms (e.g., Panorama) to guide interventions and communication. ● Promote SEL and student engagement through schoolwide programs and activities that build leadership and well-being. ● Engage staff and families through training and partnerships to ensure consistent expectations and support. EA 1.2.2 (2): Implement Targeted Behavioral Interventions to Support Student Needs <i>(WASC Critical Areas for Follow-Up) (5W6)</i> Accountable Leads: Agena, Nakagawa, Kubo	Behavior Measures Initial: Baseline disaggregated behavior (e.g., discipline referrals, incidents), attendance, and perception data to identify trends in behavior, engagement and school climate. Intermediate: Ongoing data to monitor reductions in incidents and improvements in engagement and school climate.	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Implement targeted behavioral interventions to support students with identified needs and address barriers to positive behavior. ● Identify students early using discipline, attendance, and classroom data. ● Provide Tier 2 supports, including Check-in/Check-out (CICO), small-group SEL, and mentoring. ● Use restorative practices to address conflicts and strengthen relationships. ● Establish a behavior support team to coordinate interventions and monitor progress. ● Engage families by providing strategies to reinforce positive behaviors at home. ● Monitor and adjust interventions based on data and feedback to ensure effectiveness.		
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Nā Hopena A’o (HĀ) 1.2.3. All students experience a Nā Hopena A’o environment for learning.	Root/Contributing Cause Inconsistent implementation of schoolwide cultural, social-emotional, and relationship-centered practices aligned to Nā Hopena A’o (HĀ), including limited integration of culturally grounded learning, student voice, and community connections. Student perception, engagement, and behavior data indicate variability in students’ sense of well-being, cultural connection, and belonging across student groups.	EA 1.2.3 (1): Implement Nā Hopena A’o (HĀ) Practices to Promote Student Well-Being and Belonging <i>(WASC Key Issues for Instruction & Assessment/Accountability and Growth areas for Curriculum; WASC Growth Areas for School Culture) (SW6)</i> Accountable Leads: Nakagawa, Kubo Implement schoolwide practices aligned to Nā Hopena A’o (HĀ) to promote student well-being, belonging, and positive relationships. ● Implement schoolwide practices aligned to Nā Hopena A’o (HĀ) to promote student well-being, belonging, and positive relationships. ● Recognize and reinforce student values by celebrating Aloha, Kuleana, and Pono through regular recognition aligned to GLOs and HĀ. ● Strengthen student relationships through teaming structures to provide personalized support and foster connection. ● Integrate SEL and wellness practices (e.g., SPEAR-SEL) to support students’ physical, emotional, and mental well-being. ● Engage students in service learning and sustainability efforts, including mālama ‘āina and community partnerships. ● Promote inclusivity and cultural responsiveness through culturally grounded practices and family engagement opportunities. EA 1.2.3 (2): Provide Culture-Based Learning Opportunities Connected to Hawaiian Culture	HĀ Measures Initial: Baseline perception, participation, and behavior data to identify levels of engagement and cultural connection. Intermediate: Ongoing data to monitor increased engagement, participation, and sense of well-being.	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		<i>(WASC Key Issues for Instruction & Assessment/Accountability and Growth areas for Curriculum; WASC Growth Areas for School Culture) (SW6)</i> Accountable Leads: Baruela Provide culture-based learning opportunities that connect students to Hawaiian history, traditions, and ways of knowing. ● Implement place-based learning experiences, including field trips to cultural and historical sites. ● Integrate culturally relevant projects, such as digital storytelling, to connect technology and cultural learning. EA 1.2.3 (3): Implement ‘Āina Aloha Programs to Promote Environmental Stewardship and Cultural Connection <i>(WASC Key Issues for Instruction & Assessment/Accountability and Growth areas for Curriculum; WASC Growth Areas for School Culture) (SW6)</i> Accountable Leads: Nakagawa, Kubo Engage students in ‘āina-based learning to strengthen cultural identity, responsibility, and connection to the land. ● Integrate Hawaiian studies across content areas, including language, history, and cultural practices. ● Engage kūpuna / community members to share knowledge and cultural traditions. ● Provide opportunities for cultural participation, including hula, festivals, and culturally grounded activities.		
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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>	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 for enabling activities.</i>
Career, Community, and Civic Learning Opportunities 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Root/Contributing Cause Inconsistent implementation of coordinated systems to provide students with meaningful career, community, and civic learning opportunities, including limited integration of career awareness, real-world experiences, pathway alignment, and academic planning. Student participation, engagement, and perception data	EA 1.3.1 (1): Provide Career, Community, and Civic Learning Opportunities <i>(WASC Growth Areas for Curriculum) (SW6)</i> Accountable Leads: Kaku, Hashimoto-Skorikov, Baruela Provide structured opportunities for students to explore career pathways, engage with the community, and develop civic responsibility. - Integrate career awareness and exploration into academy classes and electives, aligned to CTE pathways and high school programs. - Implement exploratory courses (e.g., wheel) to expose students to multiple pathways and support skill development. - Provide hands-on experiences, including career days, guest speakers, field trips, job shadowing, and mentorship opportunities. - Integrate career connections into core instruction through project-based and real-world learning. - Promote participation in enrichment programs (e.g., PacYes, JTTU) to extend learning beyond the classroom. - Support career and academic planning through counseling and advisory, including the development	Career and Civic Measures Initial: Baseline participation and perception data to identify levels of exposure and engagement in opportunities. Intermediate: Ongoing participation and perception data to monitor access to opportunities, student engagement, and readiness for high school pathways and future careers.	☒ WSF, \$3,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	indicate variability in students' exposure to career pathways, connection to learning, and readiness for future opportunities.	of individual plans and guidance on high school pathways. ● Provide civic engagement opportunities through service learning, student leadership, and community-based activities. ● Expand and strengthen the Student Ambassadors (Spartan Stars) program within Leadership classes to develop leadership, communication, and civic engagement skills through schoolwide initiatives and community projects. ● Expand Leadership course offerings and collaborate with feeder elementary schools and the high school to build a pipeline of student leaders and support transitions into future leadership roles.		
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K-12 Alignment / High School Readiness 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.	Root/Contributing Cause Inconsistent implementation of coordinated systems to align middle school instruction, supports, and transitions with high school expectations and career pathways, including limited vertical alignment, targeted supports, and transition planning. SBA, NWEA MAP, course performance, and student transition data indicate variability in academic readiness, skill development, and successful transition into rigorous high school coursework.	EA 1.3.2 (1): Provide Extended Learning, Enrichment, and Transition Supports for High School Readiness <i>(SW6)</i> Accountable Leads: Kaku, Hashimoto-Skorikov Provide extended learning, enrichment, and transition supports to strengthen academic readiness and alignment to high school expectations and career pathways. ● Use data to inform instruction and support, providing targeted assistance based on student needs and progress. ● Provide extended learning opportunities, including after-school programs, summer learning, and tutoring to reinforce skills and address learning gaps. ● Implement transition supports, including orientation, peer mentoring, and bridge programs to support student readiness and adjustment. ● Strengthen curricular alignment with high schools through collaboration and shared expectations. ● Align coursework to career pathways and provide guidance through counseling and career exploration opportunities. ● Expand enrichment opportunities, including advanced coursework, STEM, and arts programs. ● Engage families through communication and transition-focused workshops to support student readiness.	High School Readiness Measures Initial: Baseline SBA, NWEA MAP, and course performance data to identify readiness levels and gaps. Intermediate: Ongoing academic and participation data to monitor academic readiness, skill gaps, and alignment to high school expectations.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Personal Plan for the Future 1.3.3. All students graduate high school with a personal plan for their future.	Root/ Contributing Cause Inconsistent implementation of coordinated systems to support student planning and future readiness, including limited integration of academic and career planning, advisory structures, counseling supports, and family engagement.	EA 1.3.3 (1): Implement Student Academic and Career Planning Systems (SW6) Accountable Leads: Kaku, Skorikov-Hashimoto Implement a coordinated system to ensure all students develop and maintain a personal academic and career plan aligned to their goals and future pathways. Student Academic and Career Planning - Support students in developing and regularly updating individual academic and career plans through counseling and advisory. - Provide guidance on high school pathways, course selection, and postsecondary options. - Use planning tools to support goal setting and progress monitoring. Advisory and Instructional Integration - Facilitate goal-setting and reflection activities in advisory. - Connect learning to career pathways and real-world applications. - Support development of student ownership and planning skills. Targeted Counseling and Transition Support - Provide individual and small-group counseling focused on planning and readiness. - Support understanding of graduation requirements and pathway options. - Coordinate with high schools to support alignment and smooth transitions. Family Engagement	Personal Plan Measures Initial: Baseline participation in advisory and counseling, and completion of student plans to identify levels of goal setting and awareness. Intermediate: Ongoing participation, plan completion, and perception data to monitor student ownership and readiness.	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	Student participation in advisory and counseling activities, completion of academic and career plans, and student perception data indicate variability in students' goal setting, awareness of high school pathways, and readiness to make informed decisions about their future.	● Provide family workshops and communication on high school pathways and planning. ● Share student progress and planning tools with families. ● Encourage participation in transition and planning activities. Student Reflection and Portfolio Development ● Support development of a student portfolio or record of learning reflecting goals and achievements. ● Provide opportunities for reflection on strengths, growth, and future plans. ● Use reflection activities to strengthen goal setting and student ownership.		
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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>	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 for enabling activities.</i>
Effective Teachers 2.1.2 All teachers are effective or receive the necessary support to become effective.	Root/Contributing Cause Inconsistent implementation of coordinated systems to develop and support effective teaching, including induction and mentoring, aligned professional learning, and ongoing coaching and feedback to strengthen instructional practice. Classroom	EA 2.1.2 (1) Induction & Mentoring Support Complex-Area I & M Program; School-Level I & M Activities <i>(WASC Key Issue for Organization) (SW6)</i> Accountable Leads: Padilla, Agena Implement a structured induction and mentoring system to support new teachers in developing effective instructional practices and integrating into the school community. ● Implement the New Spartan Academy onboarding program to support new teachers at Hilo Intermediate. ● Assign experienced mentors, facilitate regular mentor-mentee meetings, and provide targeted professional learning. ● Provide opportunities for classroom observations and self-reflection of effective instructional practices. ● Establish support structures, including access to resources, reference materials, mentor availability, and regular check-ins.	Measures Initial: Baseline classroom observation data (e.g., instructional practices, student engagement), student performance data (SBA, NWEA MAP), and implementation data to identify strengths and areas for growth in instructional practice. Intermediate: Ongoing classroom observation data, professional learning participation and	☒ WSF, \$1,000 ☒ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	observation data (e.g., BERC), student performance data (e.g., SBA, NWEA MAP), and implementation evidence indicate variability in instructional quality, use of effective practices, and impact on student learning across classrooms.	● Provide targeted professional learning focused on Tier 1 core instruction, intervention strategies, and schoolwide initiatives. EA 2.1.2 (2) Professional Development for All 21 Hours PD plan and additional school PD (aligned to root causes/need areas) <i>(WASC Critical Areas for Follow-Up; Key Issues for Organization; Growth Areas for Curriculum) (SW3, SW6)</i> Accountable Leads: Brilhante, Ige Provide aligned, ongoing professional learning to strengthen instructional practices and improve student outcomes. ● Strengthen Tier 1 core instruction aligned to ABC priorities, including teacher clarity, peer conversation, rituals and routines, and relationship building. ● Strengthen Tier 2 supports for high-needs students through data-driven instructional and behavioral strategies. ● Align 21-hour and targeted professional learning to identified root causes and department needs. ● Support implementation of State, complex, and school initiatives, including the 2023–29 Strategic Plan, Nā Hopena A'o (HĀ), tri-level leadership connections, EL Success Initiative, MLE, FACE, CTE, Data Teams, SEL, HCCS/Literacy Standards, viable curricula, etc. ● Implement follow-up and coaching structures to ensure professional learning is transferred into classroom practice. ● Provide structured time and systems for implementation and collaboration, including planning	implementation evidence, and student performance data to monitor improvements in instructional quality, consistency of practice, and impact on student learning.	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		time, committees, and stipends or substitute coverage, delivered through NTP PLTs (NTP PDs), waiver days, 21-hour PD, and additional workdays. ● Collaboratively develop, monitor, and refine the CNA and Academic Plan to support effective implementation of key initiatives. ● Regularly monitor and revise the Academic Plan based on student needs to ensure all students have opportunities to meet challenging State academic standards.		
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
Active School Community Council 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Root/Contributing Cause Inconsistent implementation of systems to support active and effective School Community Council (SCC) functioning, including member orientation, communication, and engagement in school planning and decision-making SCC participation, meeting documentation, and stakeholder feedback indicate	EA 3.3.1 (1): Strengthen School Community Council (SCC) Capacity and Engagement <i>(WASC Key Issues for Assessment/Accountability and Growth Areas for Student Support) (SW2, SW4)</i> Accountable Leads: Toriano Ensure SCC members are informed, actively engaged, and contribute to school planning and decision-making. ● Provide orientation and ongoing support to clarify SCC roles, responsibilities, and procedures. ● Review school data and Academic Plan progress, and gather stakeholder input to support informed decision-making. ● Hold regular SCC meetings and at least two community meetings annually, and communicate updates through school communication platforms. ● Maintain full membership through ongoing recruitment, nomination, and elections. ● Use SCC self-assessment and principal feedback to improve effectiveness and engagement.	SCC Measures: Initial: Baseline SCC membership, attendance, and meeting documentation to identify levels of participation and engagement. Intermediate: Ongoing attendance, documentation, and feedback/survey to monitor consistent participation and effectiveness.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

	that while some members are actively engaged and informed, others are unclear about their roles or do not consistently participate, resulting in uneven participation and impact.			
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★ 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>	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 for enabling activities.</i>
Accessible Communication and Feedback Processes 3.3.2 All families and staff can easily access information and participate in feedback processes that inform decision-making at the school, complex area, and state levels.	Root/Contributing Cause Inconsistent implementation of clear and accessible communication and feedback systems, including how information is shared and how families and staff are able to provide input. Communication logs, survey participation, and stakeholder feedback indicate that while some families and staff are informed and engaged, others are unaware of opportunities to	EA 3.3.2 (1): Strengthen School Communication Systems <i>(WASC Growth Areas for School Culture and Student Support) (SW6)</i> Accountable Leads: Brilhante, Kashima-Rodero Ensure clear, consistent, and accessible communication with all families and staff. ● Use multiple communication platforms (e.g., website, social media, newsletters, email) to share updates and engagement opportunities. ● Provide alternative communication methods (e.g., phone calls, paper notices) to ensure access for all families. ● Maintain updated and accessible communication systems, including clear roles for managing website and content. EA 3.3.2 (2): Strengthen Stakeholder Engagement and Feedback Processes <i>(WASC Key Issues for Organization & Assessment/ Accountability; Critical Areas for Follow-Up; Growth Areas for School Culture and Student Support) (SW6)</i>	Communication Measures Initial: Baseline communication logs, survey participation (e.g., Panorama, SQS, Indicator 8), and feedback data to identify levels of access and engagement. Intermediate: Ongoing communication and participation data to monitor increased awareness and engagement.	☒ WSF, \$1,000 ☒ Title I, \$2,443 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	participate or find it difficult to access and respond, resulting in inconsistent participation in feedback and decision-making processes.	Accountable Leads: Brilhante, Kashima-Rodero Strengthen systems for stakeholder engagement, feedback, and shared decision-making to build trust and support continuous improvement. ● Provide regular engagement opportunities, including SCC meetings, parent nights, and community events, with multiple channels for participation. ● Increase transparency by sharing student data, survey results, school plans, and key initiatives (e.g., Nā Hopena A’o (HĀ), Tri-Level Leadership). ● Strengthen feedback systems by increasing participation in surveys (e.g., Panorama, SQS, Indicator 8) and ensuring tools are accessible, multilingual, and user-friendly. ● Use stakeholder feedback to inform improvement efforts, including the CNA, Academic Plan, and WASC processes. ● Maintain structures for engagement, including the FACE Committee and School Safety Committee, to support communication, feedback, and community partnership.		
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★ **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?"	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 for enabling activities.
Effective Collaboration and Shared Decision-Making 3.3.3 School leaders and staff engage in effective, collaborative decision-making with clear communication, shared accountability, and alignment across teams.	Root/Contributing Cause Inconsistent implementation of structures to support effective collaborative decision-making, communication, and accountability across leadership teams, departments, and staff. Meeting practices, communication structures, and staff feedback indicate that decisions are not always clearly communicated, revisited, or aligned	EA 3.3.3 (1): Strengthen Leadership Team Structures for Effective Decision-Making <i>(WASC Key Issues for Organization) (SW6)</i> Accountable Leads: Brilhante, Ige Improve the efficiency and effectiveness of Leadership Team meetings to support collaborative decision-making. • Use structured agendas that prioritize key decision-making topics and include follow-up on previously discussed items to ensure continuity and accountability. • Provide additional time or use subcommittees to address complex issues beyond regular meetings. • Use digital collaboration tools (e.g., shared documents) to gather input and support preparation prior to meetings. EA 3.3.3 (2): Strengthen Communication, Accountability, and Alignment Across Teams <i>(WASC Key Issues for Organization; Key Issues for School Culture and Student Support) (SW3, SW6)</i> Accountable Leads: Brilhante, Ige	Leadership Measures Initial: Baseline meeting structures, communication practices, and staff feedback to identify levels of collaboration and clarity. Intermediate: Ongoing implementation and feedback data to monitor improved communication, alignment, and decision-making	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	across teams, resulting in confusion, limited follow-through, and inconsistent implementation.	Strengthen systems for communication, feedback, and accountability across departments and staff. ● Establish consistent communication structures to share Leadership Team decisions with departments (e.g., summaries, debriefs, or meeting agenda and notes). ● Implement feedback loops for departments to provide input, ask questions, and clarify decisions. ● Incorporate department updates into Leadership Team meetings to ensure alignment and shared accountability. ● Strengthen communication with classified staff through regular meetings, clear supervision structures, and ongoing performance feedback. ● Use data and team structures to regularly monitor implementation and progress toward CNA and Academic Plan priorities, and adjust actions based on student needs.		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

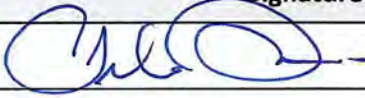
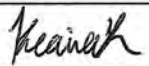
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Hilo Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 13, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 12, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Leadership Team
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Feb 12, 2026**

Attested:

Hilo Intermediate School Principal	Signature	Date
Travis Toriano		Date
SCC Chairperson	Signature	Date
Keaiwa Kim		3/27/26

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		
N/A		
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Keaiwa Kim		3/27/26

APPENDIX B: 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.**

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1047 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Hilo Intermediate School Bell Schedule: Bell Schedule 26-27 See Attached	

Hilo Intermediate School

Bell Schedule 2026-27

Mon - Tues - Thurs - Fri			
Time	Period	Minutes	Type
7:55 - 8:00	Passing	5	Other
8:00 - 8:10	HR	10	Instruction
8:10 - 8:15	Passing	5	Other
8:15 - 9:25	Block A	70	Instruction
9:25 - 9:30	Passing	5	Other
9:30 - 10:40	Block B	70	Instruction
10:40 - 11:00	Wiki	20	Other
11:00 - 11:05	Passing	5	Other
11:05 - 12:15	Block C	70	Instruction
12:15 - 12:45	Lunch	30	Other
12:45 - 12:50	Passing	5	Other
12:50 - 2:00	Block D	70	Instruction
2:00 PM	Students Dismissed		
2:00 - 3:00 PM	Meetings / Prep*	60	

Wednesday Schedule			
Time	Period	Minutes	Type
7:55 - 8:00 AM	Passing	5	Other
8:00 - 8:20	Advisory (HR)	20	Instruction
8:20 - 8:25	Passing	5	Other
8:25 - 9:35	Block A	70	Instruction
9:35 - 9:40	Passing	5	Other
9:40 - 10:50	Block B	70	Instruction
10:50 - 11:10	Wiki	20	Other
11:10 - 11:15	Passing	5	Other
11:15 - 12:25 PM	Block C	70	Instruction
12:25 - 12:55	Lunch	30	Other
12:55 - 1:00	Passing	5	Other
1:00 - 1:05	Homeroom	5	Instruction
1:05 PM	Students Dismissed		
1:05 - 2:15	Student Support/Meetings	70	
2:15 - 3:00	Teacher Prep*	45	

*HSTA Contract: Teachers receive 225 min./week for Teacher Prep

7/15/2025